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ABSTRACT

This competency-based curriculum guide is designed for a non-laboratory course in home economics for eleventh and twelfth grades. It was developed and field tested by twenty-nine teachers in high schools in West Virginia. The Adult Roles and Functions curriculum is organized in two sections. The teacher's section contains information on teaching the course, a master list of concepts, essential competencies and learner outcomes, scheduling suggestions, a glossary, resource list, and addresses of publishers. The units section consists of the nine units for the course, each with a guide containing a list of competencies, suggested activities, instructional materials needed and evaluation suggestions; and supplements, which are student materials such as case histories, role playing suggestions, quizzes, attitude surveys, games, and discussion questions. Topics covered by the units include problems of teenagers, family relations, home management, housing, parenting, nutrition, consumer education, and careers. An introductory unit provides an overview of the course and presents unifying concepts that recur throughout the course, such as valuing, self-concept, communication, lifestyle, goals, and decision making. (KC)

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# ADULT ROLES & FUNCTIONS

## A Nonlaboratory Home Economics Course
## for Eleventh and Twelfth Graders

Developed by
Home Economics Educators of West Virginia

Through a project with
The Department of Home Economics
Marshall University
Huntington, West Virginia
25701

In cooperation with
The West Virginia Board of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia
25305

CE 027 446

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## PREFACE

It is with the greatest pleasure that we bring you the West Virginia developed Competency Based Curriculum entitled ADULT ROLES and FUNCTIONS. This material is designed for a nonlaboratory Home Economics Course for eleventh and twelth grades and was developed by Home Economics educators in West Virginia in cooperation with the Home Economics Department, Marshall University.

This curriculum was field tested by 29 Home Economics teachers in 1978-79 prior to its final development and printing in July 1979.

This material was disseminated to West Virginia vocational educators at the Annual Vocational Education Conference in August of 1979 at West Virginia University.

Additional copies of this curriculum are available from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(Toll Free) 800-642-2670

I trust this material will help your program. Any suggestions you may have for improving this curriculum may be sent to our State Curriculum Lab. Through this feedback we plan to continually update our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Clarence E. Burdette
Clarence E. Burdette
Assistant State Superintendent of Schools

This curriculum was developed under grants from the West Virginia Bureau of Vocational, Technical and Adult Education and the United States Office of Education. Funding was provided through Subpart 5, Section 150, Consumer and Homemaking Education; Vocational Educational Personnel Training; and Marshall University. The projects began July 1, 1978, and ended June 30, 1979.

The persons listed on subsequented pages developed and fieldtested the curriculum with the assistance of the Project Staff and Steering Committee.

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# FOREWORD

The idea for ADULT ROLES & FUNCTIONS was conceived in the fall of 1977 when home economists in West Virginia decided to do something about our concern that high school home economics was not reaching many of the students who needed it most. Our plan was to develop a one-year nonlaboratory course that would be broad in scope, address critical concerns of living, meet needs of students and help prepare them for adulthood, and have wide appeal. This curriculum is a result of our concern.

Yvonne Ferguson, State Supervisor of Home Economics, asked seven home economics teachers to pilot the course in 1978-79. These seven teachers and other Steering Committee members agreed to develop the competencies for the course. As the idea spread, other teachers volunteered to teach the course--even though no curriculum was yet available.

The fieldtest curriculum and instructional materials (Supplements) were developed in workshops during the summer of 1978. A total of 29 teachers piloted the course during 1978-79. Twenty of these teachers participated in pre- and posttesting to gather pupil learning data. Teachers gave feedback on units as they were taught so that revisions, editing, and typing could begin before the entire course was fieldtested. This schedule was necessary in order to have the curriculum reproduced for the August 1979 Teachers' Conference. More than 100 West Virginia home economics teachers will teach ADULT ROLES & FUNCTIONS in 1979-80.

The West Virginia Bureau of Vocational, Technical and Adult Education provided support for development and reproduction of materials, meetings of the fieldtest teachers and the Steering Committee, and instructional materials. Teachers learned to develop and use innovative teaching techniques through workshops and the FOCUS newsletter, which was sent to all home economics teachers in the state. We also developed a packet of materials for guidance counselors. The brochures and posters in this packet described how sex-role stereotyping hurts students, families, and society, and how ADULT ROLES & FUNCTIONS can reduce the problem.

ADULT ROLES & FUNCTIONS has had the support of many persons and groups in West Virginia, both within and outside of home economics. In October 1977 the Board of Directors of the West Virginia Home Economics Association pledged to support high school home economics as a delivery system for content of the field needed by our youth. Later that year WVHEA sent a copy of the proposal for the course along with a letter describing developments to all WVHEA members and all home economics teachers. The organization has had programs about ADULT ROLES & FUNCTIONS at the annual meeting and co-sponsored two regional conferences in October 1978 with the March of Dimes. The theme of these conferences, ADULTS OF TOMORROW--OUR RESPONSIBILITY TODAY, grew out of the course title. The Home Economics Division of the West Virginia Vocational Association has been actively involved. The 1977-78 President, Sue Lacy, is on the Steering Committee. This group has cooperated in inservice meetings for teachers.

Many others have actively supported our efforts in a number of ways. Space does not permit a full description of the actions and events that have contributed to the growing recognition in West Virginia of the part home economics can play in preparing students for their adult roles and responsibilities.

# ACKNOWLEDGEMENTS

The ADULT ROLES & FUNCTIONS project staff wishes to thank the many persons who have made this curriculum guide and establishment of the course in West Virginia high schools possible. Various segments of the home economics community have worked to bring the course into being: home economics teachers, college and university staffs, and the state supervisory staff. Professional organizations--the West Virginia Home Economics Association and the Home Economics Division of the West Virginia Vocational Association--have played strategic roles. Participation in some form has cut across so many lines that when asked who is responsible, we can only say, "West Virginia home economists."

The West Virginia Bureau of Vocational, Technical and Adult Education has been a prime mover in the effort. Even with the widespread support of West Virginia home economists, we could not have moved so rapidly without the support of the Bureau. This support has involved many things: funding, encouragement, legitimatizing the effort, public relations, and sometimes pushing us to move faster with the work or tend to aspects of the overall effort we had pushed aside.

We appreciate the support of county school systems. The 29 fieldtest teachers from 27 schools were from all parts of the state. Mingo and Preston Counties taught the course in each high school during the past year. Wayne County approved the course as meeting a specific graduation requirement for 1980 graduates in vocational and general programs. Harrison and Mingo Counties made substantial investments in teaching materials to support the course during 1978-79. We already have names of more than 100 schools that will teach ADULT ROLES & FUNCTIONS during 1979-80. A number of counties are still working toward having the course in each high school. Impetus for establishing the course has come from many sources. The home economics teachers have been involved. Many vocational directors are staunch supporters. Individual principals as well as all the principals in a county along with the county administrators and school boards have sometimes made the decision to proceed with implementation. Sometimes the person making the recommendation to the Board of Education has not been directly connected with home economics. In still other cases students have requested the course.

We must also acknowledge the help of local advisory committees. Some of these groups reviewed the competencies before the curriculum was developed. They have helped with community acceptance and have made recommendations about implementation. They have served as resource persons and arranged for other experiences. One advisory committee member coordinated a series of programs involving nine doctors who spoke with Huntington High School classes.

Various agencies have been involved with ADULT ROLES & FUNCTIONS in numerous ways: community support, materials, speakers, and conferences. Fieldtest teachers identified over 40 agencies, groups, or categories of people (such as bankers or insurance agents) they had worked with as early as December 1978. Even so, we have barely tapped the potential of what can be accomplished through these cooperative efforts.

Organizations and agencies concerned with the welfare of infants and children and with teenage pregnancy have been among the first to become involved. The March of Dimes and the West Virginia Home Economics Association co-sponsored two

regional conferences based on the idea of ADULT ROLES & FUNCTIONS in October 1978. Other groups including interagency councils have been involved in various ways.

Nutrition is another area in which we have received much assistance. We particularily wish to acknowledge the efforts of Anita Ellis who was President-elect of WVHEA when we first began planning ADULT ROLES & FUNCTIONS. She has also played an important role as the Assistant Director of the Child Nutrition Program in West Virginia. In the latter position, she has initiated conferences and workshops and has made funds available for nutrition materials in schools teaching ADULT ROLES & FUNCTIONS.

Developing and fieldtesting the curriculum have been accomplished by the home economists listed on previous pages. The Steering Committee includes the seven original fieldtest teachers as well as staff members from three colleges and universities: West Virginia Wesleyan College, West Virginia University, and Marshall University. The Steering Committee developed the competencies, served as consultants, appeared on programs, and performed various other functions. The persons responsible for developing the fieldtest version of the curriculum worked many long hours and delved into many new concepts.

The fieldtest teachers were the risk takers. Some made the commitment to teach the course when there was only a 5-page description. All began with no idea as to whether or not we could get supporting instructional materials. Twenty of the teachers participated in the pre- and posttesting of pupil learning. Some did not get the course scheduled early enough for us to secure permission. The fieldtest teachers were quite aware of the responsibility they assumed. They fieldtested the course under a spotlight of publicity. If they had failed, it could have heavily damaged home economics in West Virginia.

Members of the Steering Committee, other fieldtest teachers, and project staff helped review the curriculum after it had been taught. We appreciate the many suggestions for improvement made by these persons.

We also wish to acknowledge the contribution of the graduate assistants from West Virginia University. These graduate students assisted with the curriculum review and began developing a bank of test items for teachers to use with each unit. One of these students, Mike Loyd, developed and tested a model for unit evaluations with the Family Relations Unit as part of his thesis. A bank of items has now been developed for other units and will be fieldtested during 1979-80.

The high school students in the classes have aided greatly. Without their help, a fieldtest would have been impossible. They told teachers what they liked and what they didn't like. They have been on advisory committees, presented programs about the course, revised some of the supplements, and told younger students and even students in other schools about the course. At the July 1979 Executive Council meeting, the West Virginia Association of Future Homemakers of America adopted ADULT ROLES & FUNCTIONS as a state project.

Finally I would like to personally thank the Project Staff. Flo Stone (project assistant), Diane White, and Ann Watts (graduate assistant), has attended to countless details that facilitated the fieldtest. Mrs. Stone held things together and saw that work proceeded when I was away (as I was frequently this past year). Both Flo Stone and Ann Watts helped revise and edit the curriculum and reviewed many additional resources. Ann Watts made the final copy of most of the art work. As part of her thesis, Diane White developed the pre- and post-test to measure pupil learning in ADULT ROLES & FUNCTIONS. She administered these tests and is analyzing the results.

Grace Bennett has fulfilled many roles as Department Chairman. She is on the Steering Committee with all that entailed. She was a consultant on the Nutrition Unit and has conducted a workshop in which a Teacher's Handbook was developed. She has also arranged for temporary clerical and typing assistance at crucial times.

Yvonne Ferguson, State Supervisor of Home Economics, is listed as part of the Project Staff because of her close involvement with ADULT ROLES & FUNCTIONS--both decision making and detail work. She has spoken to more groups than I can count and has helped teachers get materials. Her imagination and energy are remarkable.

We also wish to express our appreciation to Stanley Hopkins, Director of the Vocational Curriculum Laboratory, who is even now still waiting for the Teacher's Section of ADULT ROLES & FUNCTIONS. He has been extremely cooperative in working around our schedule. Our time frame for completing the curriculum has been short, so we appreciate his patience.

Martha Lee Blankenship

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Participate in the simulation, G-O-A-L-S Spells Goals (Supplement 9.2). Choose one of the characters and respond as that person. | Supplement 9.2. G-O-A-L-S Spells Goals (simulation). | 9.2 Having identified short- and long-range goals, the learner will rank their present importance, project their future importance, and state relationships between long- and short-range goals. |
| Play Jigsaw by filling in goals you have in different segments (Supplement 9.2). Choose 2 light colors and color short-term goals one color, long-term goals another. Cut the jigsaw apart and arrange the pieces in their order of importance to you at present. | Supplement 9.2. Jigsaw (puzzle/game). | |
| Choose a time period at least 5 years from now. Imagine yourself at that age and reorder the pieces. Remove any that you think will no longer be goals. | | |
| Discuss why goals might change (some may be met, other goals may become more important, etc.). | | |
| Discuss the relationship between your long-term and short-term goals. If time permits, put the jigsaw together again leaving holes for pieces that you did not think would be important later. | | |
| Interview your parents about goals they have for the family. How have these changed over the years? | | |
| Listen to the tape about Nancy and Joe, "Changing Goals." List all goals that are met or changed. What new goals were set? | "Changing Goals." CBE Home Management, D-10. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Write a 1-page paper on your present and future goals. Seal it in an envelope with your name and date on the outside. Have your teacher seal the papers in a time capsule to be retrieved during the last week of school. | | |

Area: INTRODUCTION Concept: DECISION MAKING

Essential Competency: 10.0 The learner will make decisions that incorporate use of decision-making processes, rules, and policies.

Note: This concept and competency may be incorporated in another unit if desired.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss what it means to make a decision and why decision making is important for teenagers and adults. | | 10.1 Given a short story describing decision situations, the learner will identify processes, rules, and policies used. |
| View the filmstrip Decision Making, Step by Step. Discuss the rational decision-making process with Transparency 10 and Worksheet 10.<br>or<br>Read one or more of the references listed and discuss the steps in making a rational decision. | Filmstrip: Decision Making, Step by Step; Transparency 10; Worksheet 10. MANAGEMENT FOR LIVING: MANAGEMENT PRINCIPLES. Butterick.<br>Sasse. Person to Person. Bennett, 1978, pp. 60-65.<br>Paolucci et al. Personal Perspectives. McGraw-Hill, 1978, pp. 58-73.<br>Bratton. Home Management Is. . . Ginn, 1975, pp. 167-175.<br>Jennings. Decisions in Living. Ginn, 1976, pp. 4-19. | |
| Complete the 6 "Master Activity Sheets" and listen to the "Decision Dialogue" tapes from Module 1, Decision Designs. Review the 5 types of decision processes:<br>Add on decisions<br>5-step decision (rational)<br>(list cont. next page) | Module 1. Decision Designs. DECISIONS, DECISIONS. J.C. Penney Co. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Decision tree<br>Central satellite<br>Decision web | | |
| View the transparency Decision Rules (Supplement 10.1). List 3 examples of decisions you have made using each rule. Tell what the decision would have been if you had used the other rules. | Supplement 10.1. Decision Rules (transparency and discussion guide). | |
| Read "A Policy." Answer the questions and discuss how developing policies might simplify decision making. | "A Policy." CBE Home Management. D-44. | |
| Act out the skit Big Fred (Supplement 10.1). Complete the Worksheet that accompanies the skit. | Supplement 10.1 Big Fred (skit and worksheet). | |
| Play "Situations and Alternatives." After decisions are reached, decide what rule and/or process was used. | "Situations and Alternatives." CBE Home Management. D-26. | 10.2 Given a problem situation, the learner will describe how the decision would be made if each of the processes and rules of decision making were followed. |
| Play the game about the "Class of 19__" using one of the four case studies in Module 4, Deciding. Discuss the outcome of alternative decisions and alternative ways of deciding. | Module 4. Deciding. DECISIONS, DECISIONS. J.C. Penney Co. | |
| Complete Worksheet 9 from MANAGEMENT PRINCIPLES. Then pass out cards to each student with a decision process or decision rule on each. Students will give alternative decisions that utilize the rule or process on their cards. | Worksheet 9. MANAGEMENT FOR LIVING: MANAGEMENT PRINCIPLES. Butterick. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Divide into groups of 6 and devise as many policies as you can in 6 minutes for making decisions in one of the following areas:<br>Consumer purchases<br>Housing<br>Nutrition<br>Parenting<br>Family relations<br>Careers<br>Then devise problem situations for other groups. Take turns asking another group to solve a problem. The group gets one point for each problem they can solve using one of their policies. The winning group is the one that accumulates the most points. | | 10.3 Given specific conditions, the learner will determine policies useful for making decisions. |

Area: INTRODUCTION

Concept: DECISION MAKING

Essential Competency: 11.0 The learner will explain the interdependency of decisions and the influence of conscious decision making on goal achievement.

Note: This concept and competency may be incorporated in another unit if desired.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read the minute dramas Please Engage Brain (Supplement 11.1). Classify decisions as: conscious decisions, subconscious decisions, or decisions by default. Discuss why each is made and possible consequences. | Supplement 11.1. Please Engage Brain (minute dramas). | 11.1 Given a situation in which decisions were made, the learner will identify ways the decisions were interrelated. |
| Read the case study and view the transparency "Decision Webs." Discuss the situation in relation to the transparency. Tell other stories or episodes to use with the transparency. | "Jane Frost" and "Decision Webs." CBE Home Management. D-42 and D-43. | |
| Use "Decision Web" from Module 1, Decision Designs in place of transparency from CBE Home Management. | Module 1. Decision Designs. DECISIONS, DECISIONS. J.C. Penney Co. | |
| Divide into groups and read one of the case studies from Personal Perspective. Decide what decisions have been or will need to be made. What is the effect of decisions on other decisions? | Paolucci et al. Personal Perspectives. McGraw-Hill, 1978. pp. 83, 342, 397, 410, & 425. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Select one or more high priority goal from a list you made earlier. List all the decisions you can think of that you would need to make in reaching the goal. Ask a classmate or your teacher to add other decisions that might need to be made.<br>Diagram in some way the alternatives for each decision and explain how the different decisions relate.<br>Discuss how failure to make a conscious decision at certain points may affect outcomes. | | 11.2 Given goals, the learner will identify decisions that must be made to reach them and explain interrelationships among the decisions. |

# INTRODUCTION

This unit is designed to fulfill two major purposes: To provide an overview of the ADULT ROLES & FUNCTIONS course and to present unifying concepts that are used throughout the course. Some of these unifying concepts may be included in other units if desired.

As an overview of the course, students will examine the roles they may assume as adults, how they can function effectively in these roles, and some of the skills needed to fulfill future roles. These adult roles, functions, and skills relate to various areas of home economics. Students will have opportunity during this unit to learn how other units in the course will contribute to functioning as adults. Other units include: Family Relationships, Home Management, Parenting, Careers, Housing, Consumer Education, and Nutrition. (Another unit which is optional, Problems of Teenagers, is included in the curriculum to help teenagers bridge the gap between the present and future.)

Several concepts in the Introduction are included because they are central to the entire course. Two of these concepts that should be taught in the Introduction are Valuing and Self-Concept. Unifying concepts that may be taught in the Introduction or incorporated in other units are Communication, Lifestyle, Goals, and Decision Making. For example, Communication can either be included here or it can be moved to the Family Relations Unit or the Parenting Unit.

No concensus emerged among fieldtest teachers as to how many of these unifying concepts should actually be taught in the beginning. Some prefer keeping all concepts here, whereas others say they would rather keep this unit short. Greater attention must be given to sequence of units when the Introduction Unit is kept shorter. In the interest of flexibility, we are presenting the unifying concepts in this unit with an explanation of possible adaptations. See charts in the Teacher's Section for further planning guides if you prefer to incorporate some of the underlying concepts in other units.

Area: INTRODUCTION Concept: ADULTHOOD

Essential Competency: 1.0 The learner will identify the responsibilities and privileges that characterize adulthood.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Observe the bulletin board, Adult Roles & Functions (Supplement 1.1). Write your definition of adult and hand in. Have read aloud without names.<br>Were definitions included which related to:<br>Age--legal age at 18; 21 for certain privileges<br>Maturity--physical, social, emotional<br>Economic independence--finish school, get job, leave home<br>Events--get married, have child, join army, etc.<br>Discuss why defining adulthood is so difficult. | Supplement 1.1. Adult Roles & Functions (bulletin board). | 1.1 Given various situations of adult living, the learner will list the privileges and responsibilities of adulthood. |
| Brainstorm as a class privileges and responsibilities of adults. Write these on board. Then discuss. Use references as needed. | Paolucci et al. Personal Perspectives. McGraw-Hill, 1978, p. 23.<br>Jennings. Decisions in Living. Ginn, 1976, pp. 137-144. | |
| View filmstrip series BECOMING RESPONSIBLE. Discuss questions in the Teacher's Guide. | Filmstrip Series: BECOMING RESPONSIBLE. Human Relations Media. | |

Area: INTRODUCTION Concept: ADULT ROLES

Essential Competency: 2.0 The learner will recognize the various roles of adults.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read one or more of the references to find out what is meant by role. Define role through group discussion. | Riker & Riker. Me, Understanding Myself and Others. Bennett, 1977, pp. 78-79.<br>Sasse. Person to Person. Bennett, 1978, pp. 165-188. | 2.1 Given a group assignment, the learner will identify varied roles portrayed by each of several adults. |
| Cut a string of 10 or more paperdolls (try to make so they are not obviously male or female). Label each with one of the following adult roles: wage earner, consumer, homemaker, individual, spouse, parent, relative, neighbor, friend, and citizen. Tape to wall or board. Discuss how different people fulfill various ones of these roles. | | |
| View completed bulletin board Adult Roles & Functions (Supplement 1.1). Discuss and give examples of areas in relation to roles. | Supplement 1.1. Adult Roles & Functions (bulletin board). | 2.2 Given a list of adult roles, the learner will define the image he/she hopes to project as an adult. |
| * Make a collage that will project the image you hope to project as an adult. Include only those roles you hope to assume. | Old magazines | |

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* Suitable for extended learning.

Area: INTRODUCTION

Concept: ADULT FUNCTIONS

Essential Competency: 3.0 The learner will recognize skills and processes essential to functioning as an adult.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Have a panel of adults discuss adult functions in relation to adult roles. (Give each panelist a copy of Supplement 3.1, Adult Functions, Roles, and Skills.) Have list of adult functions on chalkboard. | Supplement 3.1. Adult Functions, Roles, and Skills (transparency). | 3.1 The learner will list adult skills and processes essential to specific adult functions. |
| View transparency Adult Skills and Processes (Supplement 3.1). Identify the appropriate adult functions represented by the transparency. What skills and processes are needed to achieve these functions? | Supplement 3.1. Adult Skills and Processes (transparency). | |
| Divide into groups and discuss skills and processes that each person has performed in the last few days. Share findings with class. | | |
| View transparency Adult Functions, Roles, and Skills (Supplement 3.1) and review the relationships among the three columns. | Supplement 3.1. Adult Functions, Roles, and Skills (transparency). | |
| Discuss bulletin board, Adult Roles & Functions (Supplement 1.1) in relation to skills and processes needed as an adult. Which of these will you need to fulfill the roles included in your collage? | Supplement 1.1. Adult Roles & Functions (bulletin board). | |

Area: INTRODUCTION Concept: SELF-CONCEPT

Essential Competency: 4.0 The learner will see him/herself as the person he/she could become.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Write a paragraph entitled "Guess Who I Am" describing yourself without being too specific about characteristics that describe appearance. Papers will be taken up and read by teacher. Guess who the teacher is describing. Were you guessed easily by class? Why or why not? Do others see you as you see yourself? (Modify activity if class is large so activity moves quickly.)<br>View a filmstrip series on self-concept and discuss meaning of the term.<br>Complete worksheet, Who Are You? (Supplement 4.1).<br>Start a Success Record of daily successes. Record, no matter how small. | Filmstrip Series: HOW DO I SEE MYSELF or PERSONALITY: ROLES YOU PLAY. Sunburst.<br>Supplement 4.1. Who Are You? (worksheet). | 4.1 The learner will complete a checklist of personal qualities that apply to self. |
| Listen to the story I Am Lovable and Capable. As a group, give a thumbs-down sign each time you hear a put-down. Discuss the story in relation to self-concept. | Simon. I Am Lovable and Capable. Argus, 1973. | 4.2 The learner will analyze the differences in the way he/she sees him/herself and the way others see him/her. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Ask two people to make a list of words and phrases to describe you. One person should know you well, the other slightly. Compare the lists. Compare also with what you marked on Supplement 4.1, Who Are You? | | |
| Complete Activity 1, "How Do I See Myself?" in Student Workbook for On Your Own. | Pearson. Student Workbook for On Your Own. McGraw-Hill, 1978, p. 3. | |
| Read "How Selves Differ" pp. 24-25 in Person to Person. | Sasse. Person to Person. Bennett, 1978, pp. 24-25. | 4.3 The learner will analyze self, making a statement as to whom he/she is and could become. |
| Using Supplement 4.1, Who Are You? answer the following questions:<br>A. Which qualities that you marked would you prefer not having? Why?<br>B. In general, are you satisfied or dissatisfied with your profile? Why? | Supplement 4.1. Who Are You? (worksheet). | |
| You may substitute pp. 27-28, Person to Person Student Guide, in above activity. | Sasse. Person to Person Student Guide. Bennett, 1978, pp. 27-28. | |
| Collect items that will describe you in 10 years; place them in a bag and present this to the class.<br>or<br>Complete Acitvity 7, "Class Reunion" in Student Workbook for On Your Own. | Pearson. Student Workbook for On Your Own. McGraw-Hill, 1978, pp. 27-28 | |

# CONTENTS

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# TEACHER'S SECTION

for

ADULT ROLES & FUNCTIONS

# TEACHING ADULT ROLES & FUNCTIONS

ADULT ROLES & FUNCTIONS is a one-year nonlaboratory home economics course for high school juniors and seniors. This title should not be used for one-semester courses or for courses for younger students since a similar course that is better suited to needs and characteristics of younger students is now being considered.

If you are just now considering adopting ADULT ROLES & FUNCTIONS, write for a copy of "Proposal for ADULT ROLES & FUNCTIONS" and Dr. Carole Vickers' "Supplemental Statement" if you do not have them. These documents explain more fully the purpose and rationale for the course.

This curriculum includes nine units. Each of these units is followed by a set of supplements for that unit. In the Teacher's Section you will find the following additional materials:

--Master List of Concepts, Essential Competencies, and Learner Outcomes
--Scheduling Suggestions
--Glossary
--Resource Materials List and Addresses of Publishers

The pilot teachers found teaching ADULT ROLES & FUNCTIONS an exciting experience and we hope you do also. Before you begin, elicit the support of administrators, supervisors, and counselors. Form an advisory committee if you have not done so. Lay some groundwork with students before enrollment time. Use the PR kit, the master list of concepts and competencies, or the curriculum guide to help other people understand the importance of the course.

The Introduction Unit lays the foundation for the entire course. You may give the pretest during the first week of school. Scores will provide base-line data to determine progress of individual students as well as of the group. The pretest can also be used to help determine the emphasis to be given each unit.

A wide variety of techniques and instructional materials is used in ADULT ROLES & FUNCTIONS. Just remember that you will not have time for everything suggested (teachers say that it is enough for two years in fact). Be selective, choose varied techniques and materials, and keep an open mind. Pilot teachers were often surprised at what students responded to, although different classes even within a school may differ on which activities they prefer.

Use a nondirective approach in teaching the course. Content deals with many topics about which students have strong feelings. Accept these feelings and remember that attitudes are learned less quickly than facts. Students may disagree sharply with each other at times. Helping them learn to recognize different sides of issues and respect the rights of other people to hold different beliefs is an important part of the course. Assist students in using inquiry, valuing, and decision-making processes and in perceiving the relation of each unit to the roles and responsibilities of adulthood.

Good luck! If you encounter problems, look to your support system. This may include other home economics teachers, counselors, supervisors, college staffs, your advisory committee, and the students. The course tackles difficult problems, so don't feel hesitant about asking for advice if you can't solve them all by yourself. It is particularly important to form close associations with community agencies and school services. Some of the problems you encounter may go beyond what are educational matters.

# MASTER LIST OF CONCEPTS, ESSENTIAL COMPETENCIES, AND LEARNER OUTCOMES FOR ADULT ROLES & FUNCTIONS

Please note that Learner Outcomes on this list parallel the statements in the Evaluation Column in the Units. These same statements may also be considered as objectives in the bank of test items for each unit to be piloted during the 1979-80 school year.

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| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES* |
|---|---|---|
| ADULTHOOD | 1.0 The learner will identify the responsibilities and privileges that characterize adulthood. | 1.1 Given various situations of adult living, the learner will list the privileges and responsibilities of adulthood. |
| ADULT ROLES | 2.0 The learner will recognize various roles of adults. | 2.1 Given a group assignment, the learner will identify varied roles portrayed by each of several adults. |
| | | 2.2 Given a list of adult roles, the learner will define the image he/she hopes to project as an adult. |
| ADULT FUNCTIONS | 3.0 The learner will recognize skills and processes essential to functioning as an adult. | 3.1 The learner will list adult skills and processes essential to specific adult functions. |
| SELF-CONCEPT | 4.0 The learner will see him/herself as the person he/she could become. | 4.1 The learner will complete a checklist of personal qualities that apply to self. |
| | | 4.2 The learner will analyze the differences in the way he/she sees him/herself and the way others see him/her. |
| | | 4.3 The learner will analyze self, making a statement as to whom he/she is and could become. |
| | | 4.4 The learner will identify factors that have helped his/her development as a person. |

* Learner Outcomes are listed in the units under the Evaluation Column.

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| VALUES | 5.0 The learner will list values that are commonly held in present society. | 5.1 Given case studies, the learner will identify values held in present society. |
| | 6.0 The learner will identify his/her own set of values. | 6.1 Given a list of values, the learner will rank them according to importance to him/herself. |
| LIFESTYLES* | 7.0 The learner will analyze lifestyles in American society. | 7.1 The learner will define lifestyles, list components, and explain how components make up a lifestyle. |
| | | 7.2 The learner will describe factors that influence lifestyle choices. |
| | | 7.3 Having identified a lifestyle, the learner will describe adult roles and functions associated with the lifestyle. |
| | | 7.4 Having chosen a lifestyle, the learner will identify advantages and disadvantages in relation to self, family, and society. |
| COMMUNICATION* | 8.0 The learner will describe the communication process and types of communication. | 8.1 Given a diagram of the communication process, the learner will explain each element of the process. |
| | | 8.2 Given communication examples, the learner will classify as verbal or nonverbal. |
| GOALS* | 9.0 The learner will prioritize long-range goals and explain the relationship of short- and long-range goals. | 9.1 Given a list of goals, the learner will indicate which short-range ones hinder, lead to, or are independent of long-range goals and justify the relationships. |

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* Concepts may be incorporated in another unit if desired.

**Area:** INTRODUCTION **Concept:** GOALS

**Essential Competency:** 9.0 The learner will prioritize long-range goals and explain the relationship of short- and long-range goals.

Note: This concept and competency may be incorporated in another unit if desired.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the filmstrip *Identifying Values and Goals*. Complete Study Sheet 6 from MANAGEMENT PRINCIPLES.<br>or | Filmstrip: *Identifying Values and Goals* and Worksheet 6. MANAGEMENT FOR LIVING: MANAGEMENT PRINCIPLES. Butterick. | 9.1 Given a list of goals, the learner will indicate which short-range ones hinder, lead to, or are independent of long-range goals and justify the relationships. |
| Read information on goals and then explain what is meant by goal, short-term goal, intermediate goals, and long-term goal. | Paolucci et al. *Personal Perspectives*. McGraw-Hill, 1978, pp. 44-46. | |
| List 3 goals you hope to reach by the end of the day; within the next month; by the end of school. What types of goals are they? Describe goals which you used to think were long-term. Why are they no longer long-term? What goals do you work toward continuously? Which ones intermitantly? | | |
| Play "Priority Play" from *Module 3: Thinking Skills for Decision Making*. | Module 3. *Thinking Skills for Decision Making*. DECISIONS, DECISIONS, J.C. Penney Co. | |
| Choose a public figure you admire. What were her/his goals? How did that person's short-term and long-term goals relate? | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View pictures that illustrate nonverbal messages (facial expressions, gestures, body movements, posture). Decide what emotion is depicted or what is being "said" (communicated). Note: Pictures may be collected by teacher or students. | | |
| Discuss who (male or female class members) did better on interpreting nonverbal messages. Listen to tape, Language and the Sexes, and discuss sex differences related to verbal and nonverbal skills (Supplement 8.2). | Supplement 8.2. Language and the Sexes (tapescript). | |
| Note: Additional materials on communication can be found in Communication and You. | The Center for Vocational Education. Communication and You. 1974, pp. 20-31. | |

Area: INTRODUCTION Concept: COMMUNICATION

Essential Competency: 8.0 The learner will describe the communication process and types of communication.

Note: This concept and competency may be incorporated in another unit if desired.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Break into buzz groups to discuss what is involved in communication. List main ideas on chalkboard.<br>View the transparency "Communication Process" and listen to teacher explain each element described in "Communication and Management."<br>Decide how each idea listed on chalkboard relates to the communication process.<br>Discuss why communication is important in assuming adult roles and functioning in those roles. | "Communication and Management" and "Communication Process." CBE Home Management, D-134 & D-135. | 8.1 Given a diagram of the communication process, the learner will explain each element of the process. |
| Read "How We Communicate" and discuss the meaning of verbal and nonverbal communication. List as many types of each as possible.<br>Choose a partner and play The Big A (Supplement 8.2). Afterwards, discuss the importance of clear verbal communication. | "How We Communicate." CBE Home Management, D-136.<br>Supplement 8.2. The Big A (game). | 8.2 Given communication examples, the learner will classify as verbal or nonverbal. |

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| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read the case study A Day in the Life of George Brown (Supplement 7.4). Complete the following activities.<br>A. Write a description of his lifestyle based on the assumption that he will keep making the same kinds of decisions.<br>B. Choose one of his decisions and explain what might happen if he consistently changed that decision.<br>C. How does his lifestyle help or harm (1) himself, (2) his family, (3) society? | Supplement 7.4. A Day in the Life of George Brown (case study). | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Make a Value Tree. Sketch a tree and write values on leaves of the tree. Place your most important values near the top of the tree, less important ones lower. Refer to worksheets you have completed in placing your values on the tree. | | |

Area: INTRODUCTION Concept: VALUES

Essential Competency: 6.0 The learner will clarify his/her own set of values.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| List a dozen things you like to do. Then decide what patterns emerge from your list--how many involve money, other people risk, security, etc. Discuss with a classmate how the list reflects your values. | | 6.1 Given a list of values, the learner will rank them according to importance to him/herself. |
| Read one of the references on personal values. | Paolucci et al. Personal Perspectives. McGraw-Hill, 1978, pp. 42-43.<br>Sasse. Person to Person. Bennett, 1978, pp. 65-79.<br>Pearson. On Your Own. McGraw-Hill, 1978, pp. 54-58. | |
| Complete Activity 5 in Workbook for On Your Own. | Pearson. Workbook for On Your Own. McGraw-Hill, 1978, pp. 21-22. | |
| Bring in something you value. Discuss what value the object represents and why you have this value. | | |
| Complete the Values Worksheet from Self-Appraisal for Decision Making and Career Planning. How do your personal values differ from societal values? | Center for Vocational Education. Self-Appraisal for Decision Making and Career Planning. 1974, pp. 18-19. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Listen to a story and identify the values held by each individual and those that are typical "American values." | | |
| Rate each societal values listed in the Values Worksheet 2.1, Self-Appraisal for Decision Making and Career Planning. | Center for Vocational Education. Self-Appraisal for Decision Making and Career Planning, 1974, pp. 18-19. | |

Area: INTRODUCTION Concept: VALUES

Essential Competency: 5.0 The learner will list values that are commonly held in present society.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read pp. 39-42 in Personal Perspectives and discuss the word "Values" (Written on the chalkboard). Discussion may include:<br>A. Meaning of values<br>B. What are some things people you know value?<br>C. What are some things American society values? | Paolucci et al. Personal Perspectives. McGraw-Hill, 1978, pp. 39-42. | 5.1 Given case studies, the learner will identify values held in present society. |
| Divide class into equal teams. Line up single file; at the signal the first team member will write a value on the chalkboard. That team member passes the chalk to the next member, etc. The team that lists the most values in the alotted time wins. | | |
| or | | |
| Play "Value Bingo" with classmates. Students may make their own game if desired. | "Value Bingo." CBE Home Management. D-1 and D-2. | |
| Read pp. 55-56 in On Your Own. Then complete Activity 5 in the Workbook for On Your Own. | Pearson. On Your Own. McGraw-Hill, 1978, pp. 55-56.<br>Pearson. Workbook for On Your Own. McGraw-Hill, pp. 19-22. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Review your Success Record or make plans to continue the record for a definite time period. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss how the things you do affect the person you become. Then take 5 pieces of paper. Label one as "Me at 21," another as "Me at 25." Continue with 35, 50, and 65. Describe the *person* you hope to be at each age. On the back tell how you might become that person. | | |
| Read about development of self-concept in *Person to Person* and complete pp. 13-14 in *Person to Person Student Guide*. | Sasse. *Person to Person*. Bennett, 1978, pp. 26-34.<br>Sasse. *Person to Person Student Guide*. Bennett, 1978, pp. 13-14 | 4.4 The learner will identify factors that have helped his/her development as a person. |
| Place a picture of yourself before you. Then list as many factors as you can think of that have influenced you as a person. Include physical characteristics, temperment, special abilities, outlook on life, how you feel about yourself, etc. | | |
| View the movie *You Pack Your Own Chute*. Discuss motivation in relation to self-concept and achievement. | Movie: *You Pack Your Own Chute*. Ramic Productions. | |
| * Choose two characters from novels, TV, history, etc. - one who has let the knocks received in life shape his/her personhood, the other who has kept control of his/her real self in spite of hardships. Discuss: What is *your* responsibility for the person you become? | | |

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* Suitable for extended learning or FHA Program.

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| GOALS | | 9.2 Having identified short- and long-range goals, the learner will rank their present importance, project their future importance, and state relationship between long- and short-range goals. |
| DECISION* MAKING | 10.0 The learner will make decisions that incorporate use of decision-making processes, rules, and policies. | 10.1 Given a short story describing decision situations, the learner will identify processes, rules, and policies used. |
| | | 10.2 Given a problem situation, the learner will describe how the decision would be made if each of the processes and rules of decision making were followed. |
| | | 10.3 Given specific conditions, the learner will determine policies useful for making decisions. |
| | 11.0 The learner will explain the interdependency of decisions and the influence of conscious decision making on goal achievement. | 11.1 Given a situation in which decisions were made, the learner will identify ways the decisions were interrelated. |
| | | 11.2 Given goals, the learner will identify decisions that must be made to reach them and explain interrelationships among the decisions. |

* Concept may be incorporated in another unit if desired.

## PROBLEMS OF TEENAGERS

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| ROADBLOCKS TO RESPONSIBLE ADULTHOOD | 1.0 The learner will cite teenage activities that are viewed as problems by society and identify reasons that they are viewed as problems. | 1.1 Given a list of teenage activities that are viewed as problems by society, the learner will suggest reasons that these activities are considered problems. |
| MOTIVATIONS | 2.0 The learner will analyze motivations of teenagers for engaging in activities that are considered by society to be harmful. | 2.1 The learner will list and explain factors that motivate teenagers to engage in activities that are considered to be harmful by society. |
| | | 2.2 Given a series of case studies concerning problem activities, the learner will analyze each in relation to motivations. |
| VALUING | 3.0 The learner will clarify his/her own values in relation to potentially harmful activities. | 3.1 Given a value situation, the learner will identify the competing values in the situation and propose a solution. |
| | | 3.2 Given a case study that involves a value situation, the learner will clarify that set of values and what he/she has learned about his/her own values. |
| INQUIRY | 4.0 The learner will use inquiry to discover additional information and consequences about activities that society considers potentially harmful. | 4.1 Having used inquiry to discover additional information about activities that society considers potentially harmful, the learner will share findings and conclusions with others. |
| DECISION MAKING | 5.0 The learner will use the decision-making process in relation to potentially harmful activities. | 5.1 Given a problem situation facing a teenager, the learner will use the decision-making process to make the decision. |

| CONCEPTS | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| THE FAMILY | 1.0 The learner will be aware of the family unit as defined by society today. | 1.1 The learner will write a definition of the family as defined by society today and compare with other definitions. |
| | | 1.2 Given family descriptions, the student will identify the type of family. |
| | 2.0 The learner will comprehend the past and present interrelationships of the family and society, including roles and functions. | 2.1 The learner will complete a chart contrasting the roles and functions of the family and society in the past and present. |
| HUMAN DEVELOPMENT | 3.0 The learner will analyze readiness for serious commitments. | 3.1 The learner will explain and give examples of serious commitments. |
| | | 3.2 The learner will analyze his/her readiness for serious commitments. |
| | 4.0 The learner will analyze stages of development in relation to family functions. | 4.1 The learner will identify and describe stages of development of an individual. |
| | | 4.2 Given a case study describing a stage of development, the learner will analyze family functions in relation to that stage. |
| | 5.0 The learner will consider his/her sexuality in relation to responsibility. | 5.1 Having assessed his/her own attitudes toward masculinity/femininity, the learner will list factors that have influenced these attitudes. |
| | | 5.2 Given a list of commonly held ideas concerning masculinity and femininity, the learner will analyze the ideas in relation to present and future situations. |

| CONCEPT | | ESSENTIAL COMPETENCIES | | LEARNER OUTCOMES |
|---|---|---|---|---|
| HUMAN DEVELOPMENT | | | 5.3 | Given unfinished stories about persons in situations related to sexuality, the learner will complete each story and justify the conclusion. |
| COMMUNICATION | 6.0 | The learner will increase ability to communicate. | 6.1 | The learner will identify skills involved in increasing communication ability. |
| | | | 6.2 | The learner will demonstrate the use of communication skills in a given situation. |
| MATE SELECTION | 7.0 | The learner will analyze mate selection. | 7.1 | Having rated the qualities of a mate, the learner will rank these qualities in order of importance and justify the ranking. |
| | | | 7.2 | The learner will compare processes used for mate selection. |
| | | | 7.3 | Given a case study, the learner will analyze how the process of mate selection contributes to the satisfaction of the lifestyle. |
| STRESS-CRISIS | 8.0 | The learner will identify ways people respond to stress and crisis. | 8.1 | The learner will identify personal and family crises. |
| | | | 8.2 | The learner will explain the relationship between stress and crisis. |
| | | | 8.3 | Given a case study, the learner will analyze the response to a crisis situation. |
| STRESS-CRISIS | 9.0 | The learner will identify mutual support systems in families during stress and crisis. | 9.1 | Given a case study of a crisis involving a family, the learner will point out ways that each family member may act in a supportive way. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| RESOURCES | 1.0 The learner will apply principles of resource use to decisions related to allocation of resources. | 1.1 Given a situation describing how decisions were made in allocating resources, the learner will identify principles of resource use applied in the decisions.<br>1.2 Given a list of goals and resources available, the learner will use principles of resource use to show alternate ways of using the resources. |
| PLANNING | 2.0 The learner will make plans incorporating standard setting and sequencing to achieve goals. | 2.1 Given a situation involving a specific goal, the learner will describe plans that incorporate standards and sequences for achieving the goal. |
| IMPLEMENTING | 3.0 The learner will devise and use means of implementing plans, which include checking, adjusting, and facilitating the plans. | 3.1 Using the plans from Outcome 2.1, the learner will devise ways of implementing them, including checking, adjusting, and facilitating.<br>3.2 Having developed a plan for completing a class assignment, the learner will devise and use means of implementing the plan. |
| ROUTINES | 4.0 The learner will explain the role of routines in managing. | 4.1 Given a case study which incorporates use of routines, the learner will indicate the probable influence of the routines on management in that situation. |
| DIVIDING WORK | 5.0 The learner will devise means of dividing work to provide optimum development of all persons involved and balanced use of resources. | 5.1 Given a situation describing work to be done, other demands on persons available to do the work, and the resources available, the learner will make a plan for doing the work, indicating how balanced use of all resources is achieved and how development of all persons is fostered. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| MOTIVATION | 6.0 The learner will explain the relationship between motivation and effective management. | 6.1 The learner will list personal motivational sources and explain how they relate to personal management. |

| CONCEPTS | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| BASIC NEEDS | 1.0 The learner will recognize the basic needs for housing. | 1.1 Given a list of needs, the learner will identify those that can be met through housing. |
| INFLUENCE OF FAMILY INTERESTS AND ACTIVITIES ON HOUSING NEEDS | 2.0 The learner will analyze the relationship between space needs and interests/activities. | 2.1 After reading case studies depicting different interests and activities, the student will list specific housing needs related to each. |
| | | 2.2 The learner will name personal interests, hobbies, or activities and tell a housing need related to each. |
| INFLUENCE OF OTHER PERSONAL AND FAMILY SITUATIONS | 3.0 The learner will determine the specific housing needs at various stages and for various lifestyles. | 3.1 Given case studies, the learner will describe the type of living space needed. |
| | | 3.2 Given case studies, the learner will identify how specific living situations not defined within the family life cycle affect housing needs. |
| TYPES OF HOUSING | 4.0 The learner will compare the advantages and disadvantages of different types of housing. | 4.1 Given housing descriptions, the learner will list and compare the advantages and disadvantages of each housing type. |
| LOCATING HOUSING | 5.0 The learner will identify resources within the community that will be of help when looking for a place to live. | 5.1 The learner will list sources of help in acquiring housing. |
| | | 5.2 Given a list of community resources, the learner will explain the services provided by each. |

| CONCEPTS | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| LOCATING HOUSING | 6.0 The learner will apply knowledge of factors to be considered in selecting a neighborhood in which to live. | 6.1 The learner will describe factors to be considered when choosing a neighborhood in which to live. |
| | | 6.2 Given case studies, the learner will evaluate the appropriateness of neighborhoods. |
| | | 6.3 Using a check list, the learner will evaluate community recreation and entertainment opportunities and tell how these would influence housing decisions. |
| RENTING/ BUYING / BUILDING | 7.0 The learner will determine the benefits and drawbacks of renting, buying, and building housing. | 7.1 Given a description of a family situation, the learner will identify the advantages and disadvantages of owning and renting under these circumstances. |
| | | 7.2 Given a case study, the learner will choose between buying and building and justify the choice. |
| ASSESSING HOUSING | 8.0 The learner will assess housing in terms of safety, circulation, zoning, lifestyle, space, energy, efficiency, and individual needs. | 8.1 Given pictures and descriptions of dwelling places, the learner will analyze each in terms of safety, circulation, zoning, energy, efficiency, and individual needs in relation to specific situations. |
| LEGAL ASPECTS | 9.0 The learner will determine the costs associated with housing. | 9.1 Given a list of initial costs and other fees, the learner will categorize those associated with renting, buying, and building housing. |
| | | 9.2 Given a list of information on costs of housing, the learner will calculate the monthly living cost. |

| CONCEPTS | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| LEGAL ASPECTS | 10.0 The learner will analyze legal documents which apply to housing. | 10.1 Given sample documents, the learner will identify the meaning of legal terms. |
| | | 10.2 Given sample documents, the learner will explain the conditions of the agreements. |
| | 11.0 The learner will identify restrictions affecting housing. | 11.1 Given government regulations such as zoning codes, building codes, and sub-division regulations, the learner will compare these in relation to restrictions. |
| ENERGY CONSERVATION | 12.0 The learner will identify and apply energy conservation criteria and information when selecting housing. | 12.1 Given a list of general criteria to consider when seeking a home, the learner will select those that are important energy savers. |
| | | 12.2 Given case studies, the learner will list the energy problems and determine a solution for each. |
| AGED AND PHYSICALLY HANDICAPPED PERSONS | 13.0 The learner will assess housing in terms of use by aged or physically handicapped persons. | 13.1 Given situations and descriptions of housing, the learner will analyze each in terms of accessibility and use by physically handicapped or aged occupants. |
| | | 13.2 Given situations, the learner will describe ways to adapt housing for aged or physically handicapped persons. |

## PARENTING

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| DEFINE PARENTING | 1.0 The learner will define parenting. | 1.1 Given a series of pictures, the learner will indicate the roles of the parenting figure. |
| | | 1.2 The learner will cite ways in which he or she has fulfilled the parenting role. |
| PARENTHOOD - A CHOICE | 2.0 The learner will demonstrate knowledge of the reasons for having or for not having children. | 2.1 Given case studies, the learner will identify reasons persons in the case studies chose either to have or not to have children. |
| | | 2.2 Given case studies, the learner will list reasons the persons in the case studies should or should not have children. |
| | | 2.3 Given a price chart and other resources, the learner will compute the cost of having and rearing a child. |
| | 3.0 The learner will analyze various social and cultural factors and their influence on parenting attitudes. | 3.1 Given specific situations, the learner will explain the different influences on parenting attitudes. |
| FAMILY PLANNING | 4.0 The learner will analyze family planning in terms of reasons for and ways to achieve. | 4.1 Given case studies, the learner will select those which illustrate effective family planning. |
| | | 4.2 The learner will identify methods of birth control and rank them according to effectiveness. |
| | | 4.3 Given case studies, the learner will determine whether or not family planning was used in each situation and the effects in each case. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| PRENATAL AND POSTNATAL PERIOD | 5.0 The learner will describe prenatal and postnatal care and the adjustments for all family members. | 5.1 The learner will list and discuss guidelines usually given to expectant mothers by physicians for prenatal care.<br>5.2 The learner will list and explain the physical concerns for mother and child during the postnatal period.<br>5.3 Given a description of a family situation, the learner will determine personal adjustments a baby creates in the family lifestyle.<br>5.4 Given case studies and a schedule for caring for a new baby, the learner will determine the parents' new work routine.<br>5.5 Given a chart showing areas of emotional needs of parents, the learner will compile a list of needs within each area that are affected by the new baby. |
| RESPONSIBILITIES OF PARENTS AND CHILDREN | 6.0 The learner will define responsibility in relation to parenthood. | 6.1 Given profiles of responsible or irresponsible persons, the learner will differentiate between the characteristics of each. |
| | 7.0 The learner will evaluate his/her readiness to accept the responsibility of being a parent. | 7.1 Given a checklist of characteristics of a responsible parenting person, the learner will determine whether or not he/she is ready to accept parenthood. |
| | 8.0 The learner will evaluate the effectiveness of various methods of discipline. | 8.1 Given a series of case studies, the learner will identify the various methods of discipline.<br>8.2 Having observed parents and children, the learner will differentiate between the positive and negative types of discipline. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| RESPONSIBILITIES OF PARENTS AND CHILDREN | 9.0 The learner will explain methods for gaining mutual respect. | 9.1 Given a number of case studies, the learner will analyze how various people have gained respect. |
| | 10.0 The learner will identify basic needs of children. | 10.1 Given the Children's Bill of Rights, the learner will categorize the needs according to Maslow's hierarchy of needs. |
| | 11.0 The learner will develop skills to encourage child-parent communications. | 11.1 Given a list of words and phrases, the learner will identify those that open and close communication with children. |
| | | 11.2 Given a model of negative communications, the learner will change four or five of the words to form a positive communication to children. |
| | 12.0 The learner will describe effective ways to build a child's confidence and feelings of self-worth. | 12.1 Given a list of words and phrases often used by parents, the learner will select those that build confidence and feelings of self-worth in a child. |
| | | 12.2 Given a situation, the learner will describe an effective technique to build the confidence and self-worth of the child. |
| CHILD ABUSE/ NEGLECT | 13.0 The learner will describe abuse and neglect. | 13.1 Given a case study, the learner will describe elements of abuse and neglect. |
| | | 13.2 Given a list of behaviors, the learner will identify those that constitute abuse and neglect. |
| | 14.0 The learner will analyze causes and effects of abuse and neglect. | 14.1 Given situations involving abuse and neglect, the learner will explain the effects on the abused and the abuser. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| CHILD ABUSE/ NEGLECT | 15.0 The learner will identify services and legal aid available to the abused and abuser. | 15.1 The learner will identify services and legal aid available to the abused and the abuser within the state and area. |
| SPECIAL PARENTING | 16.0 The learner will interpret the role patterns of foster, adoptive, and step parents. | 16.1 Given case studies of alternative modes of parenting, the learner will cite advantages and disadvantages of each mode. |
| **SINGLE PARENTS** | 17.0 The learner will describe reasons for one-parent families. | 17.1 The learner will identify categories of families headed by one parent. |
| | | 17.2 Given a collection of articles on lifestyles, the learner will compile a list of reasons for single people assuming parenting roles. |
| | | 17.3 Given case studies, the learner will chart advantages and disadvantages for both parent and child in one-parent families. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| FOOD USE | 1.0 The learner will demonstrate knowledge of sociological, cultural, psychological, and economic factors on food chosen. | 1.1 Given a case study, the learner will relate food choices to social factors. |
| | | 1.2 Given a case study, the learner will identify national and regional choices and/or customs that influence food selection. |
| | | 1.3 Given a list of food choices and behaviors, the learner will identify the psychological meaning of the eating pattern. |
| | | 1.4 Given a list of economic factors affecting the price of food, the learner will describe the effect on the cost of food for the family. |
| | | 1.5 After summarizing his/her own personal food likes and dislikes, the learner will relate them to social, parental, and other influences. |
| FOOD CHOICES | 2.0 The learner will describe a variety of eating patterns by which nutritional needs can be met. | 2.1 Given case studies, the learner will identify a variety of eating patterns. |
| | | 2.2 Given descriptions of a variety of eating patterns, the learner will describe ways each may be made nutritionally adequate. |
| WEIGHT CONTROL | 3.0 The learner will recognize present societal attitudes toward body size. | 3.1 Given descriptions of overweight and underweight persons, the learner will indicate the attitude of society toward weight outside the normal range. |
| | 4.0 The learner will identify various causes of overweight. | 4.1 Given diagrams of typical body types, the learner will identify them and indicate predisposition to overweight. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| WEIGHT CONTROL | | 4.2 Given case studies, the learner will describe environmental factors that cause individuals to eat from reasons other than hunger. |
| | | 4.3 Given situations, the learner will illustrate the relationship between obesity in infants and children and adult obesity. |
| | | 4.4 Given a list of activities, the learner will group activities according to amounts of calories used. |
| | 5.0 The learner will investigate ways of controlling weight. | 5.1 Given several situations, the learner will describe the relationship between eating habits and over- or underweight. |
| | | 5.2 Given case studies, the learner will describe the relationship between activity levels and calories used. |
| | | 5.3 The learner will apply techniques of behavior modification to weight control for self and others. |
| FOOD MISINFORMATION | 6.0 The learner will identify and analyze items of food misinformation. | 6.1 Given a variety of diets, the learner will identify fad diets which would give only limited success in weight control. |
| | | 6.2 Given a variety of nutrition misinformation, the learner will describe ways in which each can be costly or harmful. |
| | 7.0 The learner will identify authentic as well as less valid sources of nutrition information. | 7.1 Given a list of sources of nutrition information, the learner will distinguish between valid and less valid sources. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| FOOD MISINFORMATION | | 7.2 Given a question concerning nutrition, the learner will list several sources used to locate the correct answer. |
| SPECIAL NUTRITIONAL NEEDS | 8.0 The learner will recognize the nutritional needs of special groups and persons in different stages of the life cycle. | 8.1 Having assessed the special needs of children, adolescents, adults, and older persons, the learner will plan a day's diet appropriate for each. |
| | | 8.2 Given situations, the learner will identify the special food needs of persons participating in athletic activities. |
| | | 8.3 Having investigated the need for nutrients during pregnancy, the learner will recognize the relationship between food intake and health of mother and fetus. |
| | | 8.4 Given case studies, the learner will compare the diet of a pregnant woman and that of a pregnant adolescent to determine if nutritional requirements are met. |
| DEVELOPMENT OF FOOD HABITS | 9.0 The learner will analyze the effect of early food experiences on basic food habits. | 9.1 Given case studies, the learner will describe how basic food habits are established early in life. |
| | | 9.2 Given case studies, the learner will analyze the effect of a mother's and father's influence on a child's eating habits. |

| CONCEPTS | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| HUMAN CAPITAL | 1.0 The learner will explain the relationship of debt, human capital, and lifestyle to income. | 1.1 The learner will cite factors that influence income/earnings at a given point in time as well as over a lifetime. |
| | | 1.2 Given case studies depicting various lifestyles, the learner will explain the relationship between human capital and lifestyle options. |
| FAMILY FINANCES | 2.0 The learner will utilize budgeting as a means of planning and controlling use of money to attain goals. | 2.1 Given a family financial situation describing goals, income, and expenditures, the learner will formulate a plan for balancing a budget and achieving goals. |
| | | 2.2 Given a situation in which the income may be higher or lower than expenditures, the learner will make plans for adjusting the budget. |
| | 3.0 The learner will explain the use of credit as a tool in financial management. | 3.1 Given information concerning types of credit, the learner will identify the advantages and disadvantages of each. |
| | | 3.2 Given a real or simulated situation, the learner will decide whether credit should be used for expenditures and justify the decision. |
| | | 3.3 Given information concerning credit, the learner will identify steps necessary in establishing a credit rating. |
| | 4.0 The learner will use banking services available. | 4.1 Given selected banking services, the learner will demonstrate the use of these services. |

| CONCEPTS | | ESSENTIAL COMPETENCIES | | LEARNER OUTCOMES |
|---|---|---|---|---|
| CONSUMER PROTECTION | 5.0 | The learner will recognize the functions of insurance as a risk sharing and protective activity for the individual and/or family. | 5.1 | Given problems of health care, death, loss of income, liability, and property loss, the learner will describe private and social sources of risk-sharing/protection and how they are obtained. |
| | 6.0 | The learner will identify grievance procedures that operate in the marketplace to prevent and/or correct fraud and deceptive practices. | 6.1 | Given information concerning warranties, guarantees, and service contracts, the learner will interpret and evaluate the conditions of each. |
| | | | 6.2 | Given examples of practices in the marketplace, the learner will distinguish between ethical and deceptive or fraudulent practices. |
| | | | 6.3 | Given deceptive or fraudulent practices, the learner will identify appropriate procedures for redress. |
| | 7.0 | The learner will identify rights and responsibilities in the marketplace. | 7.1 | Given real or simulated experiences, the learner will identify ethical behavior for both buyers and sellers. |
| | | | 7.2 | Given real or simulated experiences, the learner will explain the consumer's rights in the marketplace to be safe, to be informed, to have a choice, to be heard, to be protected, and to be educated. |
| | 8.0 | The learner will recognize the relationship advertising plays in his/her desire for goods and services. | 8.1 | Given several types of advertisements, the learner will identify the techniques used. |
| | | | 8.2 | Given examples of advertising, the learner will analyze the completeness and usefulness of the information and evaluate the potential effect of the ad on his/her desire for products. |

| CONCEPTS | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| MULTIPLE CAREER ROLES | 1.0 The learner will define work, career, and leisure. | 1.1 The learner will compare his/her own concept of work, career, and leisure to that of other persons. |
| | 2.0 The learner will analyze the different roles one assumes within a career. | 2.1 Given a case study or story describing an individual or family, the learner will identify the multiple career roles assumed by the person or persons. |
| VALUES, GOALS, AND LIFESTYLES | 3.0 The learner will identify motivations and satisfactions involved in work. | 3.1 Given a series of descriptions, the learner will identify major and secondary motivations for working in relation to satisfactions. |
| | 4.0 The learner will analyze the relationship between occupation and lifestyle. | 4.1 Given an occupation, the learner will predict the effects on lifestyle. |
| | | 4.2 Given a description of a lifestyle, the learner will predict the effects on the occupations. |
| | 5.0 The learner will describe trade-offs among personal values; personal, family, and career goals; and the satisfactions a person gains from his/her career. | 5.1 Given an unfinished story, the learner will complete the story and describe the trade-offs made in relation to values; personal, family, and career goals; and the satisfactions gained from the career. |

| CONCEPT | ESSENTIAL COMPETENCIES | LEARNER OUTCOMES |
|---|---|---|
| CAREER CHOICES AND OPPORTUNITIES | 6.0 The learner will analyze factors to be considered when selecting an occupation. | 6.1 Given a list of factors, the learner will explain how each relates to selecting an occupation. |
| | | 6.2 Having identified several job options presently available, the learner will describe the outlook for these jobs 5-10 years hence. |
| | | 6.3 Using appropriate references, the learner will identify emerging occupational opportunities or those projected to develop within 5-10 years. |
| | | 6.4 The learner will compare opportunities in the local job market with regional and national opportunities. |
| | | 6.5 Having selected three occupations, the learner will identify the education and/or training necessary for entry into each. |
| | 7.0 The learner will relate his/her interests, values, capabilities, and commitment to occupational preparation to different occupational choices. | 7.1 Having assessed his/her interests, values, capabilities, and commitment to occupational preparation, the learner will analyze several occupational choices in relation to these factors. |
| EMPLOYABILITY | 8.0 The learner will analyze factors related to employability. | 8.1 Given qualifications of job applicants, the learner will analyze the desirability of employing each applicant. |
| | 9.0 The learner will develop a personal plan for becoming employable. | 9.1 Having assessed his/her own employability, the learner will develop a plan for increasing his/her employability. |

| CONCEPT | | ESSENTIAL COMPETENCIES | | LEARNER OUTCOMES |
|---|---|---|---|---|
| SECURING EMPLOYMENT | 10.0 | The learner will describe and use skills related to securing employment. | 10.1 | The learner will identify sources of information about job availability. |
| | | | 10.2 | The learner will interpret job qualifications. |
| | | | 10.3 | The learner will complete an application form for a job. |
| | | | 10.4 | The learner will demonstrate ability to interview for a job. |
| CAREER DEVELOPMENT | 11.0 | The learner will trace career development patterns over the span of a lifetime and determine factors contributing to differences. | 11.1 | Given case studies showing career development patterns over a lifetime, the learner will analyze differences in how careers of the persons have developed. |
| | | | 11.2 | Having identified tentative personal career goals for different points in time, the learner will predict the likelihood of achieving these goals and identify factors that might influence their achievement. |
| | | | 11.3 | The learner will identify attitudes, activities, and commitments that enhance career advancement. |
| | | | 11.4 | The learner will identify reasons for career redirection and determine ways that redirection can be accomplished. |

## SCHEDULING SUGGESTIONS
## FOR
## ADULT ROLES & FUNCTIONS

## SCHEDULING

ADULT ROLES & FUNCTIONS should be scheduled daily for a full school year. The time frame below is suggested as a guide. Please note that the suggested time for units encompasses the entire school year without allowance for lost class periods or days when school is not in session because of weather or other problems. In planning you should therefore allow for the possibility of lost time within each unit rather than simply extending units when days are lost.

| Unit | Suggested Time | Range |
|---|---|---|
| Introduction | 3 weeks | 2 - 4 weeks |
| *Problems of Teenagers | 3 weeks | 0 - 4 weeks |
| Family Relations | 6 weeks | 4 - 6 weeks |
| Home Management | 3 weeks | 3 - 4 weeks |
| Housing | 4 weeks | 3 - 4 weeks |
| Parenting | 6 weeks | 4 - 6 weeks |
| Nutrition | 4 weeks | 3 - 5 weeks |
| Consumer Education | 4 weeks | 3 - 5 weeks |
| Careers | 3 weeks | 2 - 4 weeks |

*Optional Unit

The sequence of units may vary except that the Introduction should, of course, be taught first. Although Problems of Teenagers is an optional unit, it proved to be highly popular with students. The Introduction includes four concepts (Goals, Decision Making, Lifestyle, and Communication) that may be taught during this unit or incorporated in other units. Unless Family Relations and Home Management are taught within the first four units, we suggest that all concepts in the Introduction be taught within that unit.

These concepts may, however, be incorporated at various points. Here are some examples:

| Concept | Possibilities for Incorporating in Other Units |
|---|---|
| Goals | Problems of Teenagers, Family Relations, Home Management, Careers |
| Decision Making | Problems of Teenagers, Home Management, Consumer Education, Careers |
| Lifestyle | Family Relations, Careers, Housing, Consumer Education |
| Communication | Family Relations, Parenting |

With more adaptation, each of these concepts may be incorporated within any unit. Values, Goals, and Decision Making should precede all other content in the Home Management Unit. Communications activities in the Introduction should precede those related to the concept in either Family Relations or Parenting. It is assumed that students have the basic ideas related to Lifestyle in several other units. These four concepts are central to the entire course since they thread through several units. Activities included in the Introduction provide the basis for instruction in other units.

Time spent on each unit should be partially determined by where some of the "moveable" concepts are taught. If a concept is moved to another unit, the time also needs to be adjusted, perhaps more than the range indicated.

Various factors may influence how you decide to group concepts and how much time is to be spent on each concept and unit. You may incorporate a topic from a later unit if the subject arises and there is an obvious immediate need or considerable student interest. For example, fieldtest teachers sometimes incorporated learnings from other units in Problems of Teenagers. You may also adjust the schedule somewhat according to the availability of materials and speakers. If something or someone was not available when a concept was originally taught, it is simple enough to find an appropriate tie-in later. Another reason for adjusting when concepts are taught may be the school calendar. Perhaps you can fit what you teach into the school calendar so that holidays do not split a unit by making a few adjustments in where concepts are incorporated.

Still another adjustment you can make in allocating time depends on the needs of students. You may wish to shorten certain units if students learn some of the concepts elsewhere. Do consider the proportion of your students actually involved in these, however. For example, a Consumer Education course may be offered but only one-fourth of your students may take it. On the other hand, all students may have been involved in a Career Exploration program. If so, determine whether they have only explored specific occupations or have acquired some of the more generalized concepts about work, career, and employment. Pretesting is an excellent way to determine what students need to learn. This may be done at the beginning of the year using Diane White's pre/posttest for ADULT ROLES & FUNCTIONS or prior to each unit using a test you develop from a bank of items for each unit in ADULT ROLES & FUNCTIONS being developed at West Virginia University.

If you discover wide variation in initial preparation of your students for the different units, you may decide to set aside time periods for individualized learning for some students. These students may concentrate their time on units they know less about or complete special projects within a unit that the rest of the class may not have time for.

One caution related to scheduling - the curriculum includes far more activities than can be implemented in one year. It is possible to spend two or three times as much time on any one unit than is allocated. You must make some hard choices as to what to include and what to omit. We have retained a large number of ideas to provide more options. Teachers found considerable variation among schools (and even among classes within a school) as to which types of activities students preferred.

So block out your time for the entire year in the beginning and try to adjust within that framework. You will probably need to make some adjustments as you go along, but if you permit each unit to run over very much, you may end the year being only halfway through the course.

# GLOSSARY

# for

# ADULT ROLES AND FUNCTIONS

# GLOSSARY

ABILITY - the qualities of a person which can be used in performing work.

ABSTRACT OF TITLE - a copy of all public records concerning a property showing the true legal owner and any debts that are held on the property.

ABUSE - mistreat; to hurt or injure by maltreatment.

ADD-ON DECISION MAKING PROCESS - the process in which one decision leads to another, etc. so that they form a chain of decisions.

ADJUSTING PLANS - making changes to allow something to be done; changing the sequence or standard in a plan so that it can be carried out.

ADOPTIVE PARENT - person who takes a child into his/her family through legal means and raises it as his/her own child.

ADULT - a mature person--socially, mentally, physically, and emotionally. A person who has reached a particular age--legally 18; may also involve economic independence from parents.

ADULT FUNCTIONS - those things adults do to develop or maintain self, family, or society. An assigned duty or activity. See Supplement 3.2 in Introduction Unit.

ADULT PROCESSES - the following processes are used in fulfilling adult roles: valuing, inquiry, and decision making.

ADULT ROLES - the various roles assumed by an adult: wage earner, consumer, homemaker, spouse, parent, relative, neighbor, friend, citizen, etc.

ADULT SKILLS - things adults have learned to do to fulfill adult roles; skills are needed in the following areas: occupational, consumption, human relations, coping, parenting, nutritive, and adapting.

ADVERTISEMENT - promotion for a product or service; a notice designed to attract public attention or patronage.

AGREEMENT OF SALE - a contract signed by the buyer and seller of a property that states all the terms and conditions of the specific sale.

ALCOHOL ABUSE - self destructive use of alcohol that may also harm others; wrong or improper use of alcohol.

ALLOCATING RESOURCES - deciding how resources will be divided among various demands or goals.

ANOREXIA NERVOSA - a self-imposed condition of intentional weight loss that results in severe underweightness requiring skilled, professional treatment.

APPRAISAL - an evaluation of any property to determine its worth or market value.

ASSIGN - to transfer the entire unexpired portion of a lease from one tenant to another.

ATTACHED DWELLING - a dwelling that is designed as one living unit, which shares a common wall with the dwelling on each side.

ATTITUDE - a state of mind or feeling with regard to some matter.

BARGAIN - an advantageous purchase.

BEHAVIOR MODIFICATION EATING PROGRAM - a gradual change in eating habits.

BENEFICIARY - the person designated to receive funds from an insurance policy.

BIRTH DEFECT - born with imperfection.

BODY TYPE - basic bone structure and body build; 3 basic types: ectomorph, mesomorph, endomorph.

BREACH OF CONTRACT - the failure to meet all terms of a legal contract or agreement.

BUDGET - a plan for the use of money based on goals, expected income, expenditures, and savings.

CALORIE - the amount of heat needed to raise the temperature of 1 gram of water by 1°C at atmospheric pressure. In nutrition the large kilocalorie is used, which is the amount of heat needed to raise a kilogram of water 1°C. Abbreviation used is cal. or kcal.

CALORIE EXPENDITURES - the amount of calories used in specific activities.

CAPACITY - (ref. to credit) ability to pay.

CAREER - all of one's work activities over a lifetime.

CASHIER'S CHECK - check drawn by a bank on its own funds, made out to a designated person, and signed by the bank's cashier.

CASH VALUE - the amount of money that will be paid to the owner of an insurance policy if he/she decides to give up the policy.

CENTRAL SATELLITE - the decision making pattern in which one large or central decision requires several smaller or satellite decisions.

CERTIFIED CHECK - a personal check that the bank guarantees will be paid.

CHARACTER - (ref. to credit) willingness to pay.

CHECK - a form furnished by the bank that directs the bank to pay a stated amount to a person or company from the funds of the depositor.

CHECKING PLANS - comparing actions with plans; one aspect of controlling plans.

CLAIM - a formal notice to an insurance company requesting payment of an amount due under the terms of a policy.

CLARIFICATION OF VALUES - to sort out one's values so that they are more definite and easier to understand.

CLOSING COSTS - fees for settling the many legal and financial matters of buying and selling property.

COLLATERAL - assets pledged to secure a cash loan.

COMMITMENT - a pledge to do something.

COMMUNICATION - process of sending a message which someone receives.

COMMUNICATION PROCESS - one person (sender) sends a message; another person (receiver) receives the message and then lets the sender know through feedback whether or not the message was understood.

COMPETING VALUES - values that conflict with each other.

CONDOMINUM - a type of ownership in which the buyer owns an individual living space and an undivided interest in the common areas and facilities of a multi-unit development.

CONFIDENCE - a feeling of assurance or certainty.

CONSCIOUS DECISION - a decision made at the conscious level--you intend to make a decision and then do so.

CONTRACEPTIVES - agents or devices capable of preventing conception.

CONTRACT - a written agreement between two or more people that is legal and enforceable.

CONTRACTING FAMILY - a family that is becoming smaller as the children become adults and leave their parent's home.

CONTROLLING PLANS - checking and adjusting plans.

COOPERATIVE - a type of ownership in which a property is owned by a corporation and the residents buy stock in that corporation entitling them to a certain living space and an undivided interest in the entire property.

CREDIT - a medium of exchange allowing one to obtain goods, services, or money now in exchange for his/her promise to pay later.

CREDIT UNION - a cooperative association of a group or organization that provides savings and loan opportunities.

CRISIS - a crucial point or situation in the course of anything; a turning point.

CULTURAL - a style of social and artistic expression peculiar to a society or class.

CUSTOM-BUILT HOUSE FROM STOCK - a house built by a contractor from plans selected by the customer and on the customer's site.

CUSTOM DESIGNED AND BUILT HOUSE - a house built from plans designed by an archetect to fit the needs, values, and lifestyle of the customer.

DEBT - something owed by one person to another.

DECISION MAKING - making up one's mind or making a choice among alternatives.

DECISION PROCESSES - the different ways decisions are made. These include the 5-step process for rational decision making; central satellite which involves a central decision that then influences a number of satellite decisions; and chain decision in which one decision then leads to another decision, etc. Approaches to decisions making include rational, habitual, irrational, etc. See Supplements in Introductory Unit.

DECISION RULES - personal guides to follow in deciding what kind or how good a solution is desired or needed. Rules may vary according to person and situation. See Maximizing Rule, Satisficing Rule, and Economy Rule.

DECISION BY DEFAULT - delaying making a decision until the decision is made for you by someome else or by the course of events.

DECISION TREE - a method of diagraming a decision so that the "trunk" is the decision that needs to be made; each "branch" is an alternative; and each "leaf" on that branch is a possible consequence of that alternative.

DECISION WEB - the links between or among decisions.

DEDUCTIBLE - the portion of covered charges which an insured person must pay before his/her policy's benefits begin.

DEED - the legal document which transfers a title of real property from one person to another.

DEVELOPMENTAL TASK - a behavior or skill that must be learned before advancing to a higher behavior or skill.

DIABETES - a disease caused by a defect in the metabolism of sugar.

DIET - the usual food and drink of a person or animal. A regulated selection of foods for losing or gaining weight.

DISCIPLINE, AUTHORITARIAN - a method of guiding behavior whereby adults make the rules and expect prompt obedience.

DISCIPLINE, DEMOCRATIC - a method of guiding behavior whereby adults and children work together to make the rules.

DISCIPLINE, PERMISSIVE - a method of guiding behavior which allows children to do what they want to when they want to, with very few limits set by the adults.

DOWN PAYMENT - initial payment made to secure a purchase which is followed by regular installments of a lesser amount until the amount owed is paid off.

DRUG ABUSE - self-destructive use of drugs that may also harm others; wrong or improper use of drugs.

EATING PATTERN - the kinds of foods one eats and when and where the foods are eaten; usually based on habit and/or custom. Ex: eating while watching TV, popcorn at the movies, hot dogs at a ballgame, etc.

ECONOMY RULE - a decision rule in which you choose the cheapest alternative in terms of resources that barely meet the goal.

EMOTION - any strong feeling. Ex: love, hate, joy, anger, etc.

EMOTIONAL - pertaining to any strong feeling as joy, sorrow, reverence, hate, love. A person who feels emotions more than most people.

EMPLOYABILITY - the ability to use your time or energy to some activity involving your livelihood; qualities that will help you get and keep a job.

ENDOWMENT - type of life insurance that amounts to an insured savings plan.

ETHNIC - of or relating to races or large groups of people classed according to common traits and customs. Characteristic of religious, racial, national, or cultural groups.

EVICTION - a legal procedure by which a land owner can force a tenant to leave the property before the rental agreement expires.

EXPANDING FAMILY - the stage of a family life cycle in which the family is growing.

EXPENDITURES - what one spends for goods and services.

EXTENDED FAMILY - a household including at least three generations of adults and children who are related by blood.

FACE AMOUNT - (ref. to insurance policy) the amount of money that will be paid in case of death or when the policy matures (is paid up).

FACILITATING - making work or actions easier to carry out.

FAD DIETS - methods of losing weight that are very popular, not very effective, and sometimes dangerous because they are designed for quick weight loss and aren't complete nutritionally.

FAMILY FUNCTIONS - the purposes a family serves, which may include the following: economics, protection, education, recreation, companionship, religious, procreation, affection, and socializing children.

FAMILY PLANNING - making decisions about whether to have children, when to have them,and how many to have.

FEEDBACK - the way the receiver of a message lets the sender know whether or not it was understood; also signs that let you know how you are doing.

FEMININE - of or belonging to the female sex.

FOOD GUIDE - a guide based on the basic four food groups (or other groupings) to be used as a foundation for daily food choices.

FORECLOSURE - a legal procedure in by which a lending firm may take possession of the mortgaged property of a debtor who does not live up to the terms of the contract.

FOSTER PARENT - person who provides parental care although not related through legal or blood ties.

FOUNDING FAMILY - the first stage of a family life cycle, before children are born.

FRADULENT - deceitful or illegal, usually depriving one of his/her rights or property.

FREE STANDING DWELLING - a single family dwelling that stands individually and is not connected to other units.

FUNCTION - assigned duty or activity.

GENERAL WARRANTY DEED - a deed which guarantees that the title of a property is clear of any claims against it at the time of transfer.

GENETIC - relating to the origin or development of something; affected by genes.

GOAL - something one wants to accomplish or have.

GUARANTEE - an assurance of the quality and/or lifetime to be expected from a product or service offered for sale.

HABITUAL DECISION - decision based on habit rather than on conscious choice.

HEMOPHILIA - a hereditary plasma-coagulation disorder, principally affecting males but transmitted by females, and characterized by excessive, sometimes spontaneous,bleeding.

HOUSING - a dwelling, building, or structure in which people live; includes furnishings, yard, neighborhood, and community.

HUMAN CAPITAL - ability to earn money.

HUMAN RESOURCES - what a person has within himself/herself that will help meet demands or reach goals (e.g. energy, skill, intelligence, etc.).

IMPLEMENTING - carrying out plans by checking, adjusting, and facilitating. Putting plans into action.

IMPULSE - act or decision made without thinking.

INCOME - earnings; money received from one's business, labor, or investments.

INQUIRY - a close examination of some matter in a quest for information or truth. One of the processes adults use in fulfilling their roles and functions.

INSURANCE - a means of protection against loss by sharing the cost of risks with many people.

INSURANCE AGENT - a sales and service representative of an insurance company.

INSURANCE POLICY - a written contract between an insurance company and the person who buys insurance from that company.

INSURANCE PREMIUM - amount you pay the company for your insurance policy.

INTANGIBLE RESOURCES - resources that cannot be perceived by sight or touch.

INTEREST - the price paid for the use of money that has been borrowed for a period of time.

JOB - paid work; all of the tasks performed by a worker.

LANDLORD OR LESSOR - the owner of a property who leases or rents it to another person, or tenant.

LEASE - a legal document that transfers the use of property from one person to another for a specified length of time in return for payment in the form of rent.

LEISURE - spare time; freedom from time-consuming duties, responsibilities, or activities.

LESSEE - one who has signed a lease and pays rent to the landlord for the use of the property.

LIABILITY - legal responsibility for damages; an insurance that protects the insured against claims for injuries or property damage caused by his/her car or someone else's car when driven by the persons covered by the insurance.

LIFE CYCLE - a series of stages of development through which an individual or a family passes during its lifetime.

LIFE EXPECTANCY - the average number of years of life remaining for persons of a given age, according to a particular mortality rate.

LIFESTYLE - an internally consistent way of life or style of living that reflects values and attitudes. Various components (work, play, attitudes, eating patterns, schedule, spending patterns, etc.) make up one's lifestyle, hence one's lifestyle may differ from that of other people's in one or more respects.

LOAN - money borrowed at a specified rate of charge for a specified length of time.

LONG-RANGE GOALS - something one hopes to accomplish or have in the distant future, or goals that take a longer time to reach.

MANAGEMENT - the act, manner, or practice of managing, handling, or controlling something; using your resources to meet your goals.

MASCULINE - of or pertaining to men or boys; male.

MATE - a person of the opposite sex with whom one is in intimate association.

MAXIMIZING RULE - a decision rule which involves looking at all alternatives and choosing the best solution even if it uses more total resources.

METABOLISM - the complex of chemical and physical processes in the body that sustain life.

MOBILE HOME - a free standing, single-family dwelling that is placed on a temporary foundation and can be moved by attaching wheels.

MOBILITY - ability to move from one geographic location to another.

MODULAR - dwellings built in factories and moved in sections to the construction site.

MORTGAGE - a temporary pledge of property as security against a debt; home loan; type of long-term credit.

MOTIVATION - inner drive, need, or desire that causes a person to act in a certain way; inducement to move from a set of thoughts and feelings to a goal.

MULTIPLE CAREER ROLES - the various roles one plays within a total career, including paid employee, homemaker, volunteer, and student.

MUTUAL SUPPORT SYSTEM - the system in which family members support each other in crisis situations through give and take.

MYTH - a notion based more on tradition or convenience than on fact.

NEEDS - necessities for the well-being of a person.

NONHUMAN RESOURCES - things not directly related to a person that can be used to reach goals or meet demands (e.g. money, materials, community facilities).

NONVERBAL COMMUNICATION - sending and receiving messages sent by some means other than speaking or writing (e.g., gestures, facial expressions; also voice inflection).

NUCLEAR FAMILY - a family that consists of parents and their children.

NURTURING - rearing by promoting development or growth: gentle, loving, firm, giving, caring, patient.

OBESE - to exceed your required or allowed weight by more than 20%.

OCCUPATION - an activity, business, or employment that serves as one's regular source of livelihood.

OPPORTUNITY COST - a principle of resource use that when a resource is used for one purpose, it cannot then be used for something else. It is the difference between the best (most productive or satisfying) use of a resource and the second best use of the resource. Thus the opportunity cost of being a fulltime homemaker rather than a part-time homemaker and full-time employee might be the difference between the foregone income that might have been earned and the extra expenses involved in having the job (or vice versa).

OVERWEIGHT - to exceed your required or allowed weight by 20% or less.

OWNER BUILT DWELLING - a dwelling built, completely or in part, by the owner.

PARENTING - to nurture by providing an emotional and physical environment that will help children develop all of their abilities.

PERSONALITY - mental, emotional, and behavioral; the traits of an individual that makes him/her unique.

PERSONAL RESOURCES - resources that are directly related to a person (e.g. time, energy).

PERSONAL SPACE NEEDS - the amounts and kinds of space needed by an individual.

PERSONAL VALUES - the values of an individual.

PLAN - a method outlined ahead of time for doing or making something.

PLANNING - to consider and decide on a series of actions and standards that are likely to lead to a goal.

POLICY - a course or method of action selected to guide and determine present and future decisions. Also see Insurance Policy.

POSTNATAL - occurring during the period after birth.

PRENATAL - existing or taking place prior to birth.

PRINCIPAL - the original or face amount of a loan or deposit on which interest is usually payable.

PRINCIPLES OF RESOURCE USE - factors to consider in using resources. See Resource Limitations, Resource Balance, Resource Interdependence, Resource Substitution, and Opportunity Cost.

PRIORITIZING GOALS - arranging goals in order of importance.

PROXEMICS - the study of people's use and perception of space.

PUNISHMENT - a penalty for wrong doing. This penalty may be physical, psychological, or social. It is one method of discipline to reinforce a specific lesson.

QUITCLAIM DEED - a deed that transfers the seller's interest in the property.

RATIONAL DECISION MAKING PROCESS - collect the facts, consider them carefully, make the decision based on those facts.

REAL PROPERTY - land, including anything attached to it, such as buildings, fences and plants, and all inherent natural resources.

REALTOR - a real estate salesperson or broker affiliated with the National Association of Real Estate Boards.

RENTER - a person who rents or leases property from the owner.

RESOURCE BALANCE - a principle of resource use that two or more resources can be used together to meet a goal so that one resource is not depleted or completely used up.

RESOURCE INTERDEPENDENCE - a principle of resource use that some resources cannot be used unless other resources are also present.

RESOURCE LIMITATIONS - a principle of resource use that all resources are limited; they can be used up.

RESOURCES - things available to help meet goals or events.

RESOURCE SUBSTITUTION - a principle of resource use that one resource may be substituted or used in place of another resource (time and effort may substitute for money, etc.).

RESPECT - to show consideration; to honor.

RESPONSIBILITY - a thing or person that one is answerable for; a duty, obligation, or burden.

RISK - chance of a loss.

ROLE - the characteristic or expected behavior of an individual in a given situation, function, position, or part.

ROUTINE - habitual or regular procedure.

SATISFICING RULE - a decision rule that involves searching for a solution only until you find one that is acceptable or that you can get by with.

SECURITY DEPOSIT - an additional amount paid by a renter to a landlord to insure the landlord against financial loss which may be caused by the renter.

SELF-CONCEPT - the way a person sees him/herself.

SELF-DISCIPLINE - to know what behavior is expected and to behave in that way.

SEQUENCING - putting the parts of a plan in the order in which they are to be done.

SEXUALITY - the condition of being characterized and distinguished by sex.

SHORT-RANGE GOALS - something one wants to have or do in the near future.

SIBLING - a brother or sister.

SICKLE CELL ANEMIA - a hereditary type of anemia that is characterized by the presence of oxygen-deficient sickle cells, spasmodic pain, and by ulcers.

SINGLE PARENT - one parent who rears a child or children without a partner as result of birth out of wedlock, death, desertion, divorce, or adoption.

SKILL - an ability developed by an individual.

SOCIETAL VALUES - the values of society as a whole.

SOCIETY - a group of people broadly distinguished from other groups by mutual interests, characteristic relationships, shared institutions, and a common culture.

SOCIO-ECONOMIC - both social and economic.

SPACE BUBBLE - an individual's personal space that expands and contracts according to what is occurring at the moment.

SPECIAL WARRENTY DEED - a deed that guarantees that the seller has done nothing to the property which would impair the buyer's title.

SPOUSE - one's marriage partner.

STAGES OF DEVELOPMENT - infancy, early childhood, later childhood, preteens, adolescence, young adulthood, middle adulthood, older adulthood.

STANDARD - idea of what is acceptable in relation to how well or how much.

STEREOTYPE - a conventional, or over simplified conception, opinion, or belief.

STRESS - a mentally or emotionally disruptive or disquieting influence.

SUBCONSCIOUS DECISION - a decision made without really realizing that one is being made, i.e. You don't realize you have decided whether or not to go on a trip until you find yourself considering what to pack.

SUBLET - property rented by a tenant to someone else.

SURVEY - to determine the legal boundaries of a tract of land by measuring angles and distances.

TANGIBLE RESOURCES - visible, touchable resources.

TENANT - one who occupies property owned by another and pays rent for the use of that property.

TERM INSURANCE - type of life insurance policy that protects for a given number of years.

THALIDOMIDE - a sedative and hypnotic drug to reduce discomforts of pregnancy which has been withdrawn from sale because of association with fetal abnormalities.

TITLE INSURANCE - insurance against financial loss that could be caused by errors in an abstract of title.

TOWN OR ROW HOUSE - a single dwelling that is attached to other units.

UPKEEP - maintenance.

VALUES - beliefs or feelings about what is important in life.

VALUING - a process to determine or estimate the worth or value of; appraise.

VERBAL COMMUNICATION - sending and receiving a written or spoken message which involves words.

WAIVER - the insurance pays your premium if you become unable to work.

WARRANTY - guarantee; a statement by the manufacturer or seller of a product or service that assures that the products or services are as represented or will be as promised.

WORK - physical or intellectual effort that is directed toward some end. Work may be paid or unpaid. It produces benefits for you or others.

# RESOURCE LIST

# and

# ADDRESSES OF PUBLISHERS

The Resource List is arranged to help teachers determine priorities for obtaining materials. It is therefore necessary to check several sections of the list to ascertain the total list of resources cited in the units.

page

Priority Books - those used most frequently in the entire course and in each unit. . . . . . . . . . . T-43

Additional Books and Other Print Media. . . . . . . . . . . . T-45

Periodicals . . . . . . . . . . . . . . . . . . . . . . . . T-51

A-V Media and Games . . . . . . . . . . . . . . . . . . . . T-52

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## RESOURCE LIST

### Books--Priority

The following books are used in 4 or more of the 9 units in ADULT ROLES & FUNCTIONS:

Paolucci et al. Personal Perspective. McGraw-Hill, 1978.

*Introduction, Family Relations, Home Management, Housing, Parenting, Consumer Education, and Careers Units*

Sasse. Person to Person. Bennett, 1978. Student Guide and Teacher's Guide.

*Introduction, Problems of Teenagers, Family Relations, Parenting, Consumer Education, and Careers Units*

Landis. Your Marriage and Family Living. McGraw-Hill, 1977.

*Family Relations, Parenting, Home Management, Consumer Education Units*

Competency-based Curriculum in Home Management (CBE). W. Va. Vocational Curriculum Laboratory, 1976.

*Introduction, Home Management, Careers, and Consumer Education Units*

The most frequently used book(s) in each unit:

*Introduction--*

Sasse. Person to Person. (see above)

*Problems of Teenagers--*

Sasse. Person to Person. (see above)

*Family Relations--*

Landis. Your Marriage and Family Living. (see above)
Sasse. Person to Person. (see above)

*Home Management--*

Paolucci et al. Personal Perspectives (see above)
Bratton. Home Management Is. . . Ginn, 1975.

Note: Bratton book is also used in *Introduction* and *Consumer Education Units*. Book is due for slight revision in 1980 but this should not affect pages cited in units.

*Housing*--

Lewis. Housing Decisions. Goodheart-Wilcox, 1978.

*Parenting*--

*Draper & Draper. Caring for Children. Bennett, 1979.

*Nutrition*--

Kowtaluk & Kopan. Food for Today. Bennett, 1977.

*Consumer Education*--the following books are usually used interchangeably:

Jelley & Herrmann. The American Consumer. Gregg/McGraw-Hill, 1978.
Maedke et al. Consumer Education. Glencoe, 1979.
Warmke et al. Consumer Decision Making. South-Western, 1977.

*Careers*--

Kimbrell & Vineyard. Succeeding in the World of Work. McKnight, 1975.
Activities for Succeeding in the World of Work. (workbook).
Winefordner. Exploring Career Decision Making. McKnight, 1978. (student text-5801)

Note: Although the Kimbrell & Vineyard books are used somewhat more frequently than the Winefordner book, the former are scheduled for major revision about 1980-81.

Additional books and other print madia are listed for each unit on the following pages. All periodicals are listed together but A-V's are listed separately for each unit. Addresses for publishers may be found following the Resource List.

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* Page numbers given in first printing of curriculum are for 1975 edition. FOCUS will provide an update with new numbers.

## Additional Books and Other Print Media

*Introduction--*

Communication and You. National Center for Research in Vocational Education, 1974. #C-29

Jennings. Decisions in Living. Ginn, 1976.

Pearson. On Your Own. Gregg/McGraw-Hill, 1978. Also Student Workbook for On Your Own.

Riker & Riker. Me, Understanding Myself and Others. Bennett, 1977.

Self-appraisal for Decision Making and Career Planning. National Center for Research in Vocational Education, 1974. #C-23 (may be duplicated)

*Simon. I Am Lovable and Capable. Argus, 1973. #K217

*Problems of Teenagers--*

Note: A wide variety of additional materials from agencies and the library can be utilized with this unit.

*Channing L. Betes Scriptographic booklets:

ABCs of Self-protection (C210-1649)
About Alcohol (C210-1145)
About V. D. (C210-1116)
About Contraception (C210-1911)
About Rape (C210-1644)
About Drugs (C210-1114)
Drug Abuse (C210-1122)
Shoplifting (C210-1636)
Women/Self-protection (C210-1630)

**Dizenzo. Phobe. Bantam, 1979. (paperback)

**Eyerly. He's My Baby Now. Lippincott,

**Eyerly. Bonnie Jo, Go Home. Bantam, 1972.

**Go Ask Alice, Avon, 1971.

**Head. Mr. and Mrs. Bo Jo Jones. Putnam's, 1967.

**Hinton. Rumble Fish. Dell, 1975.

**Hinton. That Was Then, This is Now. Dell, 1971.

**Sorel. Dawn: Portrait of a Teenage Runaway. Ballatine, 1976.

**Zindel. My Darling, My Hamburger. Harper & Row, 1969.

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* Free or inexpensive materials.

** Adolescent novels, each focusing on one or more problems of teenagers (drug abuse, runaways, etc.). Check with your libriarian.

*Family Relations--*

*About Stress. Channing L. Bete, 1975. (scriptographic booklet C210-1162)

Riker & Riker. Me: Understanding Myself and Others. Bennett, 1977.

*What's A "Family"? Channing L. Bete, 1978. (scriptographic booklet C210-1622)

*Home Management--*

*Quick. Personal Energy--Making the Most of It. (Leaflet No. 328). Kentucky Cooperative Extension Service.

Jennings. Decisions in Living. Ginn, 1976.

Thomas. The Transparency Program to Accompany Home Management Is. . . . Ginn. (transparency masters)

*Housing--*

*Congregate Housing for Older People, An Urgent Need, A Growing Demand. U.S. Department of Health, Education, and Welfare, Office of Human Development Service, Administration on Aging. (OHE - 77-20284)

*The Effect of the Manmade Environment of Health and Behavior. U.S. Department of Health, Education, and Welfare, Public Health Service, Center for Disease Control. (CDC-77-831B)

Green. Student Supplement to Consumer Decision Making. South-Western, 1977.

*How to Save Money by Insulating Your Home. National Mineral Wool Insulation Association, 1977.

Leavit & Leavit. The Energy Crisis: An Introduction (LAP). Unigraph, 1977. (available w/duplicating copy [not spirit masters] and teacher's guide or 1 doz. student booklets and teacher's guide)

Mason. Cases in Consumer Education. J. Weston Walch, 1976. (spirit masters)

*Our Energy Problems and Solutions. Energy Conservation Research, 1977.

Redick. Housing and Home Care: The Physically Handicapped in the Regular Classroom. Interstate, 1976. (curriculum guide w/teaching material)

Strain. A Place of Your Own. Gregg/McGraw-Hill, 1978. (paperback)

*To the Home Buying Veteran. Veterans Administration, 1977. (VA Pamphlet 26-6)

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*Free or inexpensive materials.

*Treasures of the Trail: A 4-H Leaders Handbook for Program Ideas. W. Va. Cooperative Extension Service, 1978/79.

*U.S. Department of Energy Materials:

- Home Energy Savers' Handbook. 1977. (FE A/D-77/117)
- How to Understand Your Utility Bill.
- Tips for Energy Savers. 1977. (DOE C5-0020)

*U.S. Department of Housing and Urban Development Materials:

- Questions about Condominiums. 1976. (HUD-365-F)
- Wise Rental Practices. 1977. (HUD-470-NVADC)

*Your Housing Dollar. Money Management Institute.

*Parenting--*

Better Homes and Gardens Baby Book. Bantam, 1969. (paperback)

Chase. A Child is Being Beaten. McGraw-Hill, 1975. (paperback)

*Children in Danger. W. Va. Department of Welfare.

*Clark. The Cost and Value of America's Children: A Teaching Module. Population Reference Bureau.

*Contraception: Facts on Birth Control. Physicians Art Service.

Dinkmeyer & McKay. Parent's Handbook. American Guidance Service, 1976. (paperback)

Gordon & Wollin. Parenting: A Guide for Young People. Oxford, 1975. (paperback)

Guttmacher. Pregnancy and Birth. Signet, 1973. (paperback)

Hurlock. Child Growth and Development. McGraw-Hill, 1978.

*Interchange. Population Reference Bureau.

Jennings. Decisions in Living. Ginn, 1976.

*Modern Methods of Birth Control. Planned Parenthood.

*National Foundation March of Dimes Pamphlets:

- Birth Defects: The Tragedy and the Hope
- Cooley's Anemia and Birth Defect Prevention
- Fast Facts about Sickle Cell Anemia
- Genetic Counseling
- Tay-Sachs Disease and Birth Defects
- Be Good to Your Baby Before It's Born

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* Free or inexpensive materials.

Norris. Caring for Kids. Gregg/McGraw-Hill, 1978. (paperback)

*Prenatal Care. U.S. Department of Health, Education, and Welfare, Children's Bureau, Office of Child Development, 1973. (OCD) 73-17. Or Superintendent of Documents No. 1791-00187.

*Protective Services for Abused and Neglected Children and Their Families. U.S. Department of Health, Education, and Welfare, Public Health Services, Social and Rehabilitation Services. (SRC) 77-23042.

Riker & Riker. Me: Understanding Myself and Others. Bennett, 1978.

*Teenage Pregnancy--Everybody's Problem. U.S. Department of Health, Education, and Welfare, Health Services Administration, Public Health Service, 1977. (HSA) 77-5619. Or Superintendent of Documents 017-026-00063-1.

*What Everyone Should Know About Child Abuse. Salvation Army and Department of Welfare.

*Nutrition--*

*ABC's of Good Nutrition. Channing L. Bete. (scriptographic booklet)

*Blue Ribbon Babies Through Better Nutrition. W. Va. Cooperative Extension Service. (series of letters)

*Christakis & Plumb. Obesity. Nutrition Foundation, n. d.

Deutsch. The New Nuts Among the Berries. Bull, 1977. (paperback)

Deutsch. Realities of Nutrition. Bull, 1976.

*Grains in Your World. Quaker Oats Co., 1976. (spirit masters)

*Margolius. Health Foods: Fact and Fakes. Public Affairs Pamphlet #498.

McWhirter. Guiness Book of World Records. Bantam, 1979. (paperback or check with library)

*National Dairy Council Materials:

Choose Your Calories by the Company They Keep.
Food and You. . . Partners in Growth During Pregnancy.
Food Before Six.
Food. . . From Birth to Birthday.
Gregg. A Boy and His Physique.
Leverton. A Girl and Her Figure.
Nutrition Source Book.
Taif. Personalized Weight Control.
Your Snacks--How Do They Rate?

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* Free or inexpensive materials.

PEP Kit. National Foundation March of Dimes, 1978. (classroom sets of comic books, posters, etc.)

Smith. Food for Sport. Bull, 1976. (paperback)

*A Teaching Guide: Lesson Plans for the Home Economics Classroom, Sept. 1978--Guide 1-Units I and II. The Potato Board.

*The Way to Weigh More. Ohio Department of Health, n. d. #3133.23.

*U. S. Department of Agriculture materials:

Food and Your Weight (Home & Garden Bulletin No. 74) 1977. Or Superintendent of Documents No. 001-000-03735-8.

Your Money's Worth in Foods (Home & Garden Bulletin No. 183). 1979.

Nutritive Value of Foods (Home & Garden Bulletin No. 72) 1977. Or Superintendent of Documents No. 001-000-03667-0.

Food is More Than Just Something to Eat (Home & Garden Bulletin No. 216-1976).

Food Guide for Older Folks (Home & Garden Bulletin No. 17). 1977.

*U. S. Department of Health, Education, and Welfare (DHEW), materials:

--Public Health Services, Food & Drug Administration

Myths of Vitamins. 1978. DHEW Publication No. (FDA) 78-2047.

Vitamin E--Miracle or Myth? DHEW Publication No. (FDA) 76-2011.

Morrison. What About Vitamin C? DHEW Publication No. (FDA) 75-2015.

In Only Four Weeks. . . . 1978. DHEW Publication No. (FDA) 77-4001.

--Public Health Services. . . Office for Maternal & Child Health

Food for the Teenager During Pregnancy. 1977. DHEW Publication No. (HSA) 77-5106.

*Consumer Education--*

*Consumer Expenditure Survey Series. Bureau of Labor Statistics.

*Consumer Handbook of Credit Protection. Federal Reserve System, 1978.

*Every Ten Minutes. Insurance Information Institute.

How Will You Manage Your Money? Continental Illinois Corporation, 1977. (book includes spirit masters)

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* Free or inexpensive materials.

Johnston. Consumer Rights and Responsibilities (LAP). Unigraph, 1978. (available w/duplicating copy [not spirit master] and teacher's guide or 1 doz. student booklets and teacher's guide)

Mason. Cases in Consumer Education. J. Weston Walch, 1976 (spirit masters)

McDonald. Credit (LAP). Unigraph, 1974. (available w/duplicating copy [not spirit masters] and teacher's guide or 1 doz. student booklets & teacher's guide)

*Policies for Protection. American Council of Life Insurance.

*Winning Behavior Skills - Participant Book (WBS-1). Illinois Cooperative Extension Service, 1977. Order from Winning Behavior Skills Project. . .

*Making the Most of Your Money. American Council of Life Insurance, 1978.

*Careers--*

Dictionary of Occupational Titles. Department of Labor, Employment and Training Administration, 1978. (see libriarian)

Nelson & Perres. Success Core. McKnight, 1976. (workbook)

Occupational Outlook Handbook (Bulletin 1785). Department of Labor, Bureau of Labor Statistics, 1977-78.

Perres et al. Careereach. McKnight, 1976. (workbook)

Pyrczak. Survival Skills in the World of Work. J. Weston Walch, 1976. (spirit masters)

Self-appraisal for Decision Making and Career Planning. National Center for Research in Vocational Education, 1974. #C-23. (may be duplicated)

*What Employeers Want. SRA Guidance Series. Science Research Associates.

Wheeler & Perres. Job Search, Seizure, Survival. McKnight, 1976. (workbook)

Winefordner. Career Information System Guide. McKnight, 1978. (reference)

Winefordner. School Subject-Occupation Index. McKnight, 1978. (reference)

Winefordner. Worker Trait Group Guide. McKnight, 1978. (reference)

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* Free or inexpensive materials.

| Periodicals |  | (Unit) |
|---|---|---|
| Current Lifestudies. | Vol. 1, No. 1, Sept. 1977 | *Family Relations* |
|  | *Vol. 1, No. 5, Jan. 1978 | *Family Relations* |
|  | Vol. 1, No. 7, March 1978 | *Family Rel. & Parenting* |
|  | *Vol. 2, No. 1, Sept. 1978 | *Family Relations* |
|  | Various issue | *Problems of Teenagers* |

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* Also use Teacher's Edition particularly for these issues.

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|---|---|---|
| Human Sexuality Supplement to Current Lifestudies. |  |  |
|  | Vol. 4, No. 8, April 1978 | *Family Relations* |
|  | Vol. 5, No. 7, March 1979 | *Family Relations* |
|  | Various issues | *Problems of Teenagers* |
| Forecast for Home Economics, | Dec. 1976. | *Parenting* |
|  | Jan. 1978. | *Parenting* |
| Illinois Teacher. | Vol. 15, No. 1, Sept./Oct. 1971 | *Housing* |
|  | Vol. 17, No. 2, Nov./Dec. 1973 | *Careers* |
|  | Vol. 17, No. 4, March/April 1974 | *Housing* |
|  | *Vol. 18, No. 5, May/June 1975 | *Management & Careers* |

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* Reprint may be found in CBE-Home Management.

|  |  |  |
|---|---|---|
| Journal of Home Economics. | May 1977 | *Housing* |
| Seventeen at School | Feb. 1979 | *Careers* |
| Tips & Topics. | Vol. 7, No. 3, Feb. 1972 | *Family Relations* |
|  | Vol. 15, No. 2, Dec. 1974 | *Family Relations* |

## Audio-Visual Media and Games

Type of material is designated only when item listed is not a filmstrip or kit containing one or more filmstrips.

Titles of single item materials are underlined. Kits which have more than one filmstrip or which contain several types of material are designated with the entire title capitalized.

*Introduction--*

BECOMING RESPONSIBLE. Human Relations Media. (may also be obtained from Sunburst)

*DECISIONS, DECISIONS. J. C. Penney Co.

HOW DO I SEE MYSELF. Sunburst.

LIFESTYLES: OPTIONS FOR LIVING. Butterick.

*MANAGEMENT FOR LIVING: MANAGEMENT PRINCIPLES. Butterick.

PERSONALITY: ROLES YOU PLAY. Sunburst. (alternate to HOW DO I SEE MYSELF)

You Pack Your Own Chute. Ramic Productions. (movie--try to borrow from a media center)

*Problems of Teenagers--*

*THE LIFE CYCLE. Merit A-V. (captioned filmstrip--See Educational Records Sales)

THAT'S LIFE: EXPLORING TODAY'S PROBLEMS. Globe, 1973. (order from Coronet Films)

*Family Relations--*

AMERICAN MAN: TRADITION AND CHANGE. Butterick, 1976.

AMERICAN WOMAN: NEW OPPORTUNITIES. Butterick, 1976.

BECOMING RESPONSIBLE. Human Relations Media. (may also be obtained from Sunburst)

*DECISIONS, DECISIONS. J. C. Penney Co., 1976. (tape, games, and other materials)

DEALING WITH STRESS. Human Relations Media. (may also be obtained from Sunburst)

Expanded Roles in a World of Change. Project MOVE.

---

* Portions used in other units.

FAMILIES IN CRISIS. Coronet.

THE FUTURE OF THE FAMILY. Guidance Associates.

*THE LIFE CYCLE. Merit A-V. (May be obtained from Education Records Sales)

MATE SELECTION: MAKING THE BEST CHOICE. Sunburst, 1976.

*Home Management--*

*MANAGEMENT FOR LIVING: MANAGEMENT PRINCIPLES. Butterick, 1978.

*MANAGEMENT FOR LIVING: RESOURCE MANAGEMENT. Butterick, 1978.

*Housing--*

Househunt. Changing Times, 1974. (game)

*MANAGEMENT FOR LIVING: RESOURCE MANAGEMENT. Butterick.

*TOWARD A QUALITY OF LIVING. J. C. Penney Co. (tape, posters, activities)

YOUR SPACE AND MINE. J. C. Penney Co.

*Parenting--*

CARE FOR TWO: BABY AND YOU. Pampers. (order from Proctor & Gamble)

CHILD ABUSE AND NEGLECT. Parent's Magazine. (from CHILDREN IN CRISIS series)

Child Safety in the Home. Association for Childhood Education International.

March of Dimes--Films and Filmstrips:

Tomorrow Happens Today (filmstrip)
More Than Love (filmstrip)
Sickle Cell. . . An Inherited Disease (filmstrip)
From Generation to Generation: Genetic Counseling (filmstrip)
Born Hooked (film)
Alchohol: Crisis for the Unborn (film)
Now That April's Here
Woman-Child (film)

PARENTING: FATHERS, MOTHERS, AND OTHERS. J. C. Penney Co.

PREPARATION FOR PARENTHOOD. Sunburst. (alternate to PARENTHOOD: PREPARING FOR PARENTHOOD)

---

* Portions used in other units.

PARENTHOOD: PREPARING FOR PARENTHOOD. Guidance Associates. (alternate to PREPARATION FOR PARENTHOOD)

Reddy. *You and Me Against the World*. Capital Records. (record)

Salk. THE PROBLEMS PARENTS FACE. Visual Education Corporation. (tapes)

Salk. WHAT YOU SHOULD KNOW ABOUT PARENTHOOD. Visual Education Corp. (tapes)

*TOWARD A QUALITY OF LIVING. J. C. Penney Co.

*Nutrition--*

*Feeding Your Young Child*. National Dairy Council.

FOODS, FADS AND FALLACIES. Walt Disney.

FOOD FADS AND FALLACIES. Brunswick. (captioned filmstrips--may be ordered individually from Educational Record Sales rather than as kit)

*Inside My Mom*. National Foundation March of Dimes. (film--may be borrowed)

TEENAGE NUTRITION: THE PICTURE OF HEALTH. Current Affairs Films, 1977.

*Consumer Education--*

*Budgeting Game*. Changing Times.

CHOICES AND DECISIONS: BECOMING A WISE CONSUMER. American Council on Life Insurance.

*Consumer Advertising*. Proctor & Gamble.

*Consumer Choice*. Proctor & Gamble.

*Consumer Redress*. Changing Times. (game)

*Dealing with Life Insurance*. Institute of Life Insurance, 1976. (game)

JUSTICE IN THE MARKETPLACE. Changing Times.

*MANAGEMENT FOR LIVING: RESOURCE MANAGEMENT. Butterick.

*Marriage and Money*. American Council of Life Insurance.

MONEY AND LIFESTYLE. Changing Times.

*You and Your Auto Insurance*. Insurance Information Institute, 1978.

*You and Your Home Insurance*. Insurance Information Institute, 1978.

---

* Portions used in other units

*Careers--*

CAREER DEVELOPMENT. J. C. Penney Co.

CAREER VALUES: WHAT REALLY MATTERS TO YOU? Guidance Associates.

Creating A Career. McKnight.

Dostol. EMPLOYMENT INTERVIEW PAK. J. Weston Walch. (tape and spirit masters)

*THE LIFE CYCLE. Merit A-V. (may be obtained from Educational Records Sales)

PREPARING FOR AN INTERVIEW. J. C. Penney.

---

* Portions used in other units.

## ADDRESSES OF PUBLISHERS

American Council of Life Insurance
1850 K. St. NW
Washington, D.C. 20006

American Guidance Service, Inc.
Circle Pines, MN 55014

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Niles, IL 60648

Association for Childhood Education
International
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Washington, DC 20016

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New York, NY 10019

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New York, NY 10022

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Des Plains, IL 60016

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EMC Corporation
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St. Paul, MN 55101
Toll free No. - 800-328-1452

Continental Illinois Corporation
Educational Services Division
231 South LaSalle St.
Chicago, IL 60690

Coronet
65 East South Water Street
Chicago, IL 60601
Toll free No. - 800-621-1452

Current Affairs Films
24 Danbury Rd.
Wilton, Conn. 06897

Current Lifestudies
Curriculum Innovations, Inc.
501 Lake Forest Ave.
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Toll free No. - 800-323-5471

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New York, NY 10007

Energy Conservation Research
Malvern, PA 19355

Federal Reserve System
Board of Governors
Washington, DC 20551

Forecast for Home Economics
902 Sylvan Ave.
Englewood Cliffs, NJ 07632

Ginn and Company
P.O. Box 2649, 1250 Fairwood Ave.
Columbus, OH 43216
Toll free No. - 800-848-8500

Glencoe Press
17337 Ventura Blvd.
Encino, CA 91316

Goodheart - Wilcox
123 West Taft Dr.
South Holland, IN 60473

Gregg/McGraw Hill
1221 Avenue of Americas
New York, NY 10020

Guidance Associates
Communications Park
Box 300
White Plains, NY 10602
Toll free No. - 800-431-1242

Harper & Row Publishers, Inc.
10 E. 53rd St.
New York, NY 10022

Human Relations Media Center
Pleasantville, NY 10570

Illinois Teacher
351 Education Bldg.
University of Illinois
Urbana, IL 61801

Institute of Life Insurance
277 Park Ave.
New York, NY 10017

Insurance Information Institute
Education & Consumer Relations Div.
110 William Street
New York, NY 10038

Interstate Printers & Publishers, Inc.
Danville, IL 61832

Journal of Home Economics
American Home Economics Association
2010 Massachusetts Ave., N.W.
Washington, DC 20036

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Educational Publishing Division
East Washington Square
Philadelphia, PA 19105

Kentucky Cooperative Extension
College of Agriculture
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Lexington, KY 40506

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Box 2854
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886 - 3rd Avenue
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Money Management Institute
Household Finance Corporation
2700 Sanders Road
Prospect Heights, IL 60070

Moreland - Latchford
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Niles, IL 60648

National Center for Research in
Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43120

National Foundation March of Dimes
Supply Division
Box 2000
White Plains, NY 10602

National Dairy Council
6300 North River Road
Rosemont, IL 60018
(also check with Regional Food,
Nutrition and Dairy Council)

National Mineral Wool Assoc.
Summit, NJ 07901

Nutrition Foundation
489 Fifth Ave.
New York, NY 10017

Ohio Department of Health
246 N. High St.
Columbus, OH 43215

Oxford Publishers
11 Park Place
New York, NY 10017

Parents Magazine
52 Vanderbuilt Ave.
New York, NY 10017

J. C. Penney Co., Inc.
Educational Relations Dept.
1301 Avenue of Americas
New York, NY 10019

Planned Parenthood Fed. of America
810 Seventh Avenue
New York, NY 10019

Population Reference Bureau
1337 Connecticut Ave., N.W.
Washington, DC 20036

The Potato Board
1385 South Colorado Blvd.
Suite 512
Denver, CO 80222

Prentice-Hall
Educational Book Div.
Englewood Cliffs, NJ 07632

Proctor and Gamble Co.
Educational Division
P.O. Box 14009
Cincinnati, OH 45214

Project MOVE
Suny College of Technology
Div. of Vocational-Technical Ed.
811 Court Street
Utica, NY 13502

Public Affairs Pamphlets
381 Park Ave. South
New York, NY 10016

G.P. Putnam's Sons
200 Madison Ave.
New York, NY 10016

Quaker Oats Co.
Education Department
Merchandize Mart Plaza
Chicago, IL 60654

Ramic Productions
4910 Birch Street
Newport Beach, CA 92660
Toll free No. - 800-854-0223

Science Research Associates
259 East Erie St.
Chicago, IL 60611

Seventeen Magazine
Education Department
850 Third Avenue
New York, NY 10022

Signet Books
New American Library, Inc.
P.O. Box 999
Bergenfield, NJ 07621

South-Western Publishing Co.
5101 Madison Rd.
Cincinnati, OH 45227

Sunburst Communications
41 Washington Ave.
Pleasantville, NY 10570
Toll free No. - 800-431-1934

Superintendent of Documents
Government Printing Office
Washington, DC 20402

Tips & Topics
College of Home Economics
Texas Tech University
Box 4170
Lublock, TX 79409

Unigraph
1428 Harvard Ave.
Seattle, WA 98122

U.S. Department of Agriculture
14th St. & Independence Ave., S.W.
Washington, DC 20250

U.S. Department of Energy
Washington, DC 20545

U.S. Department of Health, Education
& Welfare
Office of Child Development
Washington, DC 20201

U.S. Department of Health, Education
& Welfare
Office of Human Development Services
Administration on Aging
Washington, DC 20201

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U.S. Department of Health, Education
& Welfare
Public Health Services
ADministration on Aging
Washington, DC 20201

U.S. Department of Health, Education
& Welfare
Public Health Services
Food and Drug Administration
Office of Public Affairs
Washington, DC 20201

U.S. Department of Health, Education
& Welfare
Public Health Services
Health Services Adminfstration
Bureau of Community Health Services
5600 Fishers Lane
Rockville, MD 20852

U.S. Department of Health, Education
& Welfare
Public Health Service
Center for Disease Control
Atlanta, GA 30333

U.S. Department of Health, Education
& Welfare
Public Health Services
Social and Rehabilitation Services
Washington, DC 20201

U.S. Department of Housing and Urban
Development
451 Seventh Street, S.W.
Washington, DC 20410

U.S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20210

U.S. Department of Labor
Employment & Training Administration
Washington, DC 20210

Veterans Administration
Washington, DC 20420

J. Weston Walch Publishers
Box 658
Portland, Maine 04101

Warner Books, Inc.
75 Rockefeller Plaza
New York, NY 10019

West Publishing Company
50 West Kellow Boulevard
St. Paul, MN 55102

W. Va. Cooperative Extension Service
West Virginia University
Morgantown, WV 26506
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Office)

W. Va. Department of Welfare
1900 Washington St., E.
Charleston, WV 25305

W. Va. Vocational Curriculum
Laboratory
Cedar Lakes Conference Center
Ripley, WV 25271
Toll free No. - 800-642-2670

Winning Behavior Skills Project
Dept. of Agricultural Economics
305 Mumford Hall
University of Illinois
Urbana, IL 61801

Visual Education Corporation
364 Nassau Street
Princeton, NJ 08540

Note: Some government publications may be obtained from:

Consumer Information Center
Pueblo, CO 81009

Write for the Consumer Information Catalog.

# SUPPLEMENTS - INTRODUCTION

NO./TITLE PAGE

1.1 Adult Roles & Functions . . . . . . . . . . i- 2

3.1 Adult Functions, Roles, and Skills . . . . . . . . . . i-10

3.1 Adult Skills and Processes . . . . . . . . . . i-11

4.1 Who Are You? . . . . . . . . . . i-12

7.4 Bits and Pieces . . . . . . . . . . i-13

7.4 A Day in the Life of George Brown . . . . . . . . . . i-14

8.2 The Big A . . . . . . . . . . i-15

8.2 Language and the Sexes . . . . . . . . . . i-16

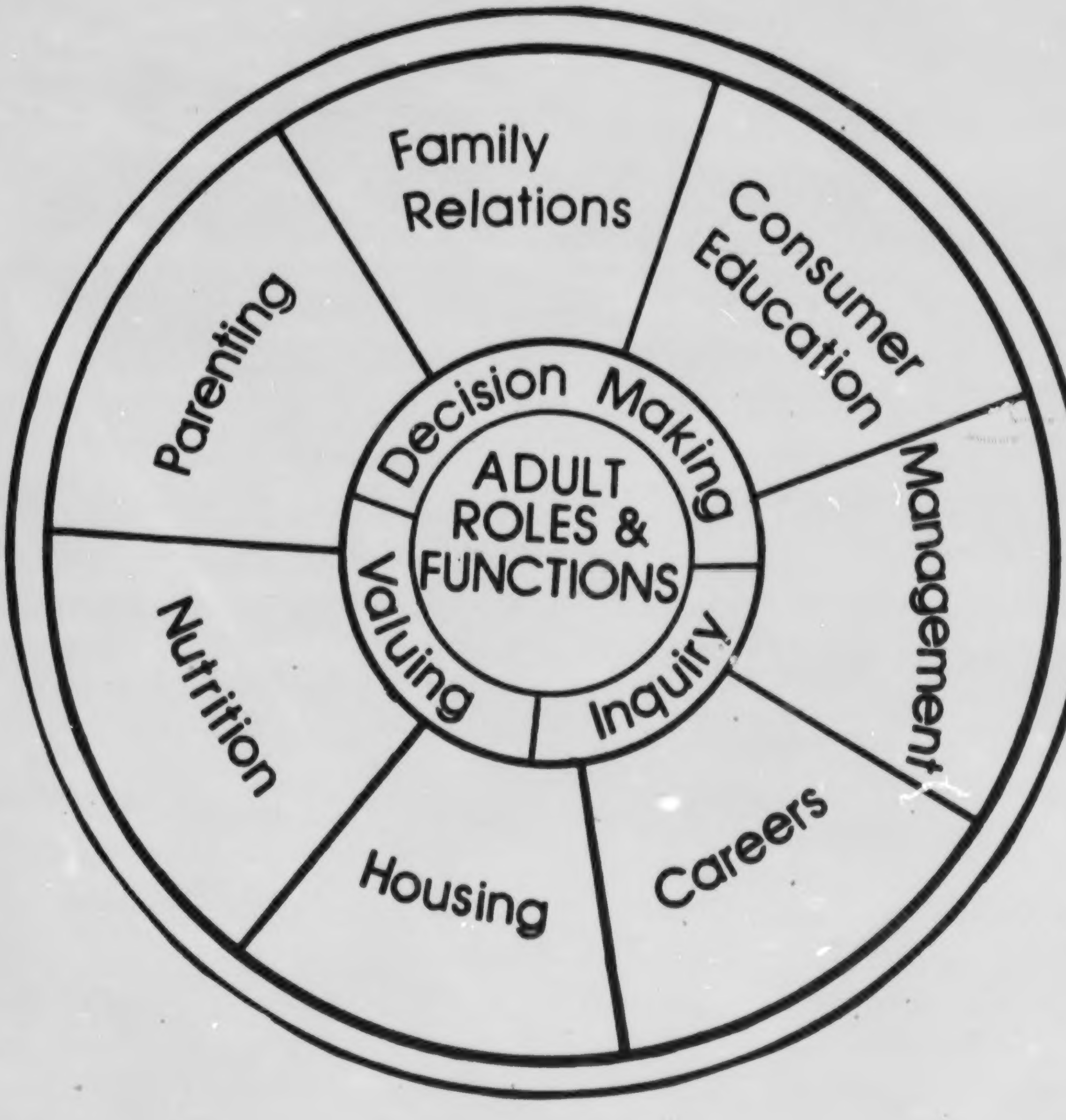
9.2 G-O-A-L-S Spells Goals . . . . . . . . . . i-17

9.2 Jigsaw . . . . . . . . . . i-20

10.1 Decision Rules . . . . . . . . . . i-21

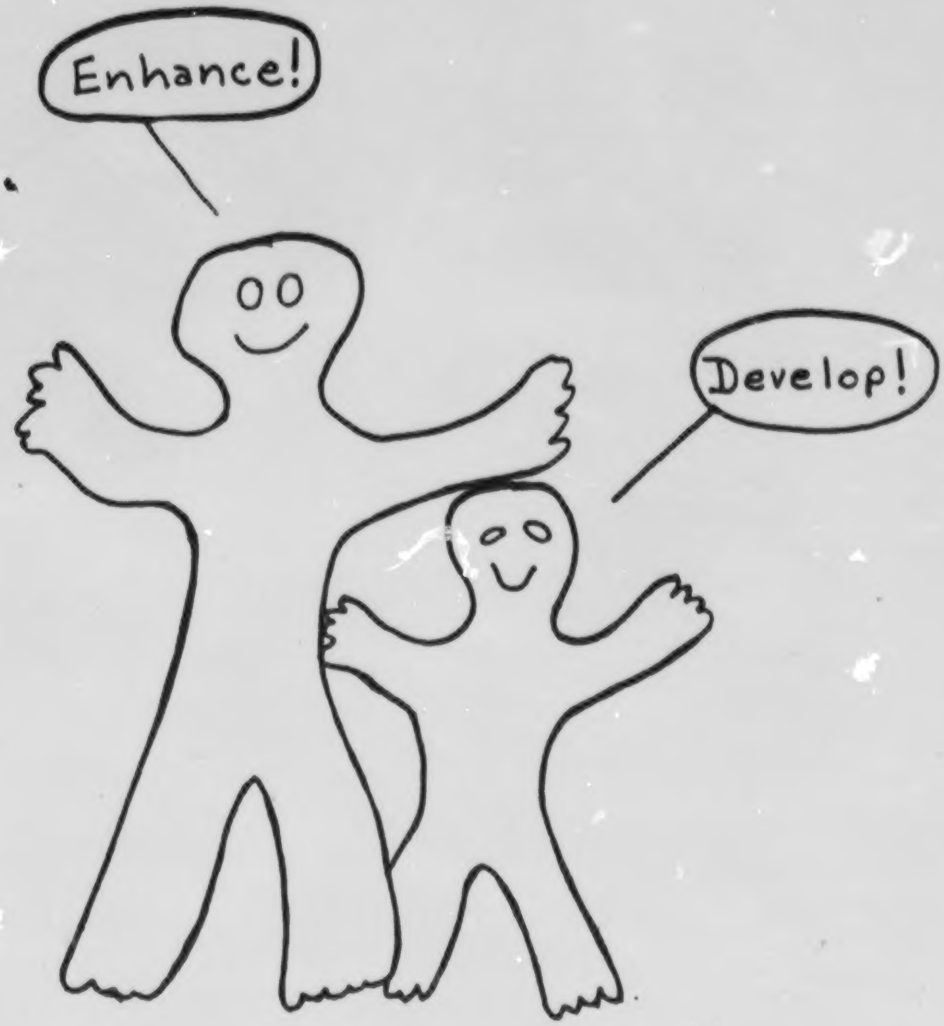
10.1 Big Fred . . . . . . . . . . i-23

11.1 Please Engage Brain . . . . . . . . . . i-24

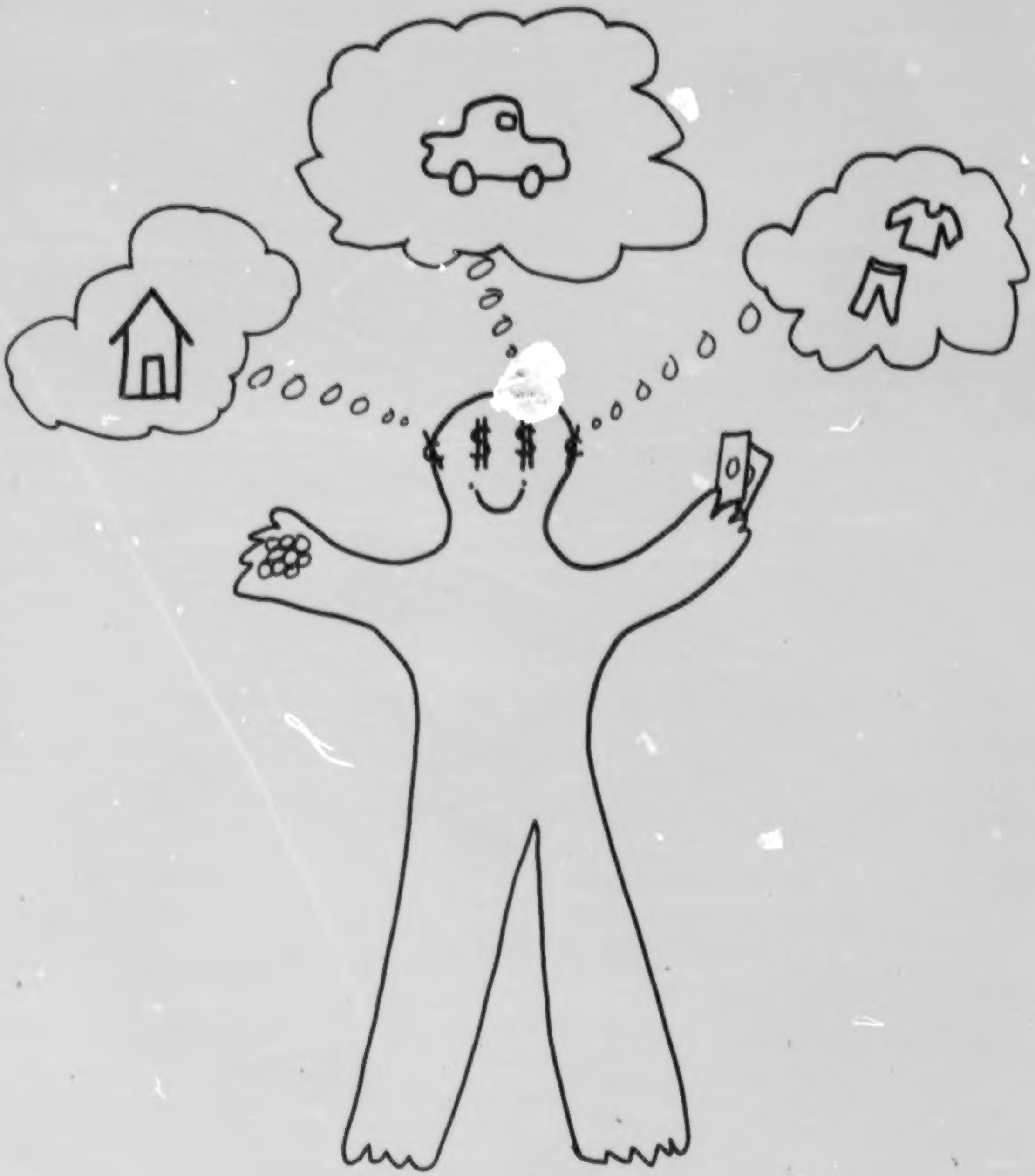

ADULT ROLES & FUNCTIONS
Decision Making
Inquiry
Valuing
Family Relations
Consumer Education
Management
Careers
Housing
Nutrition
Parenting

Place pictures on following pages around the wheel to illustrate the areas of the course.

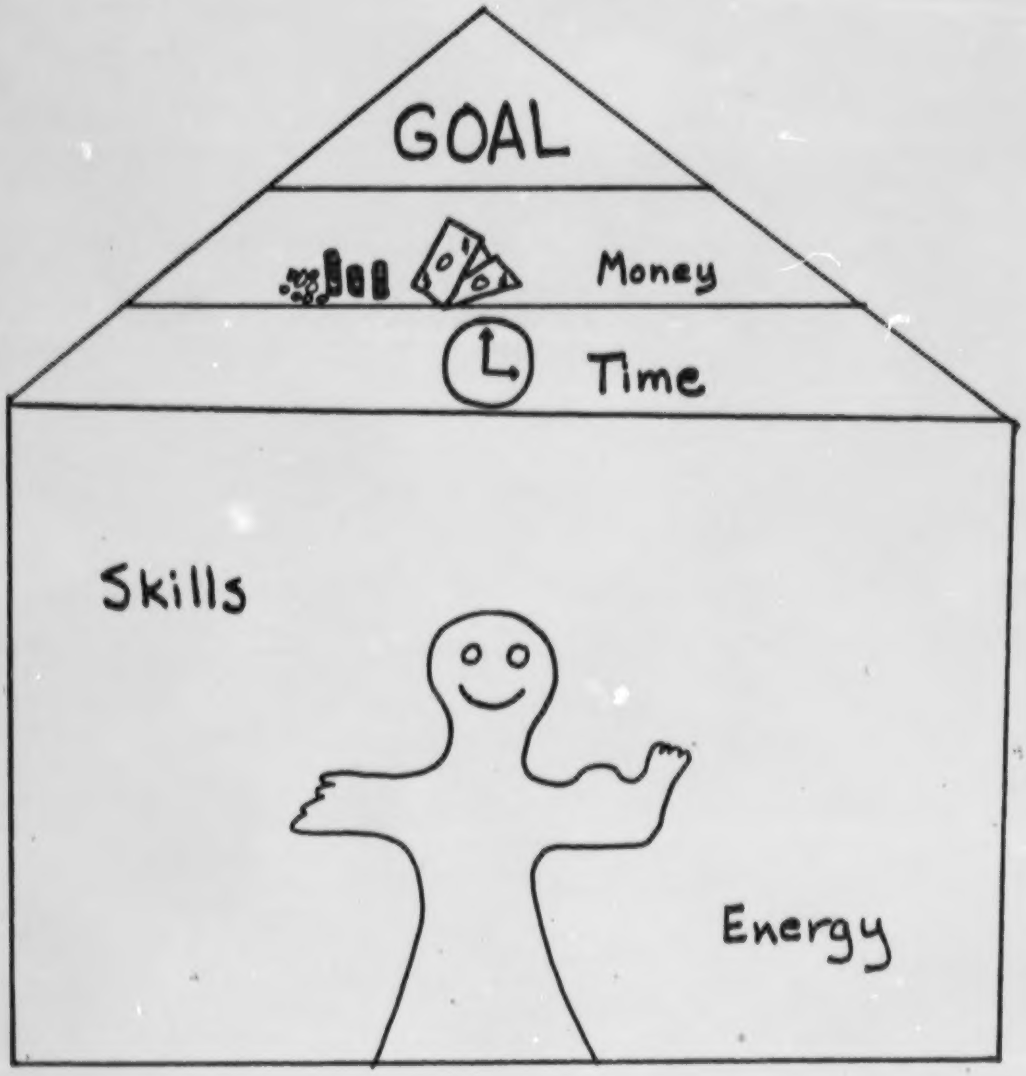
143


Enhance!
Develop!

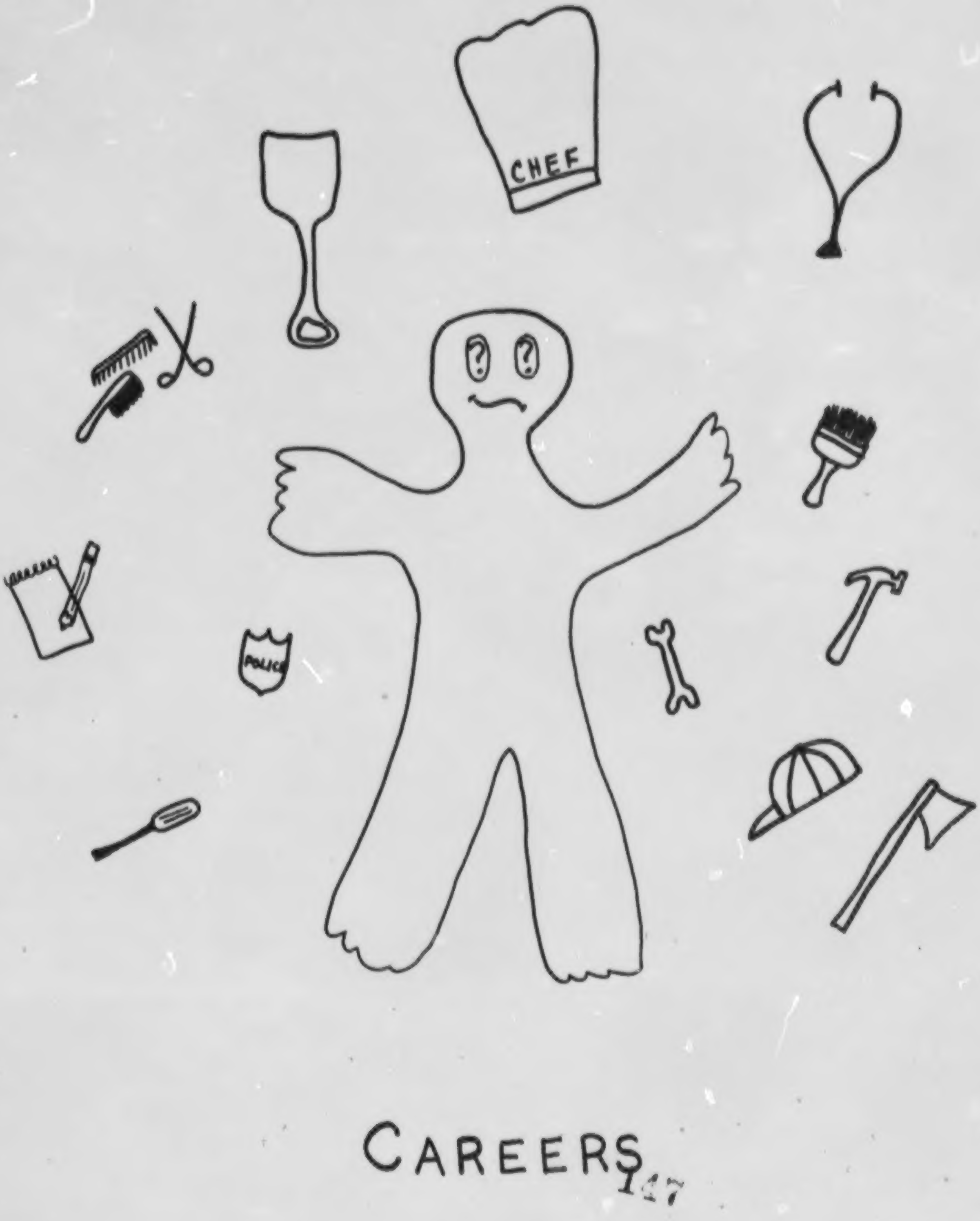
FAMILY RELATIONS



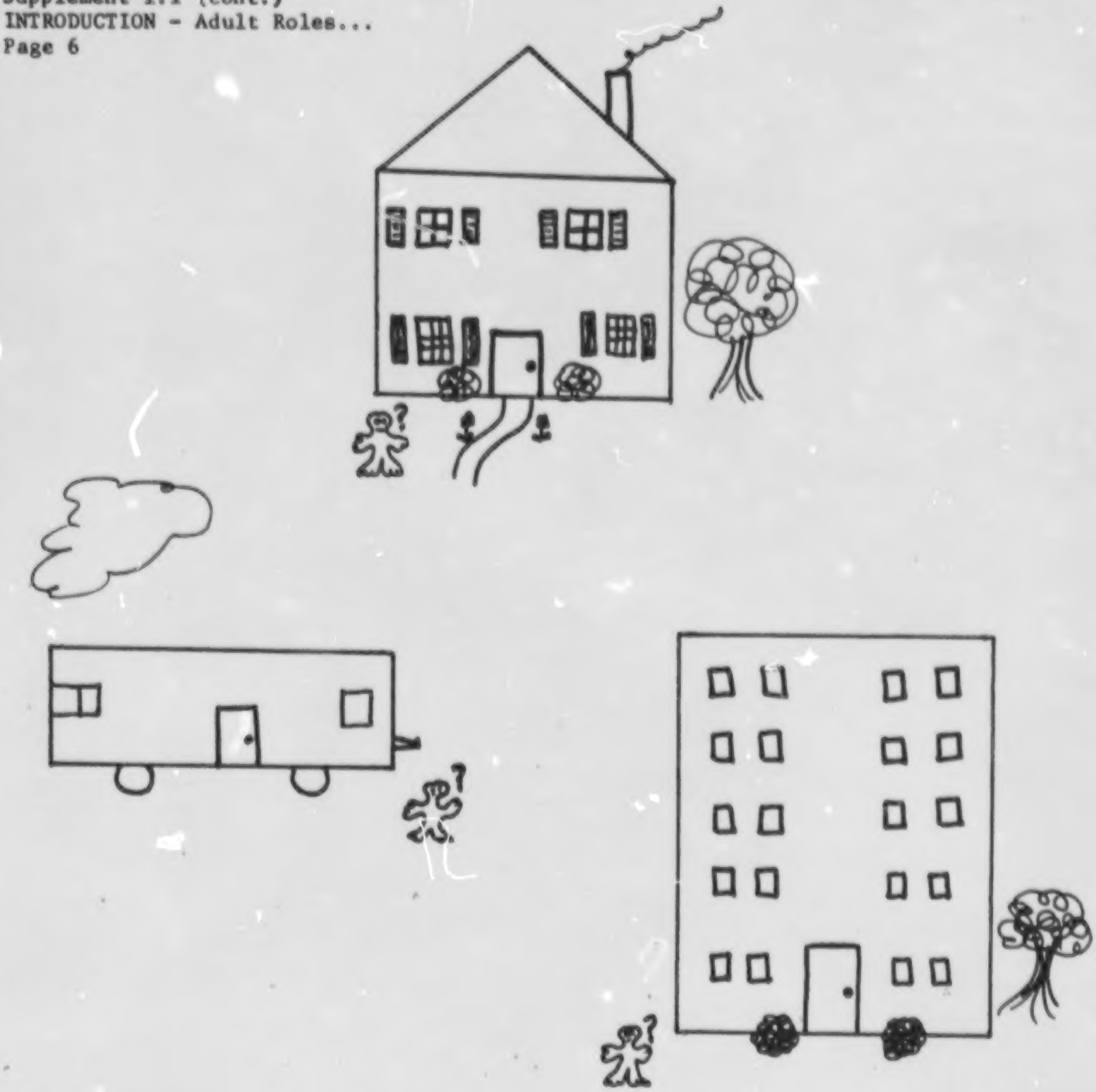
CONSUMER EDUCATION


GOAL
Money
Time
Skills
Energy

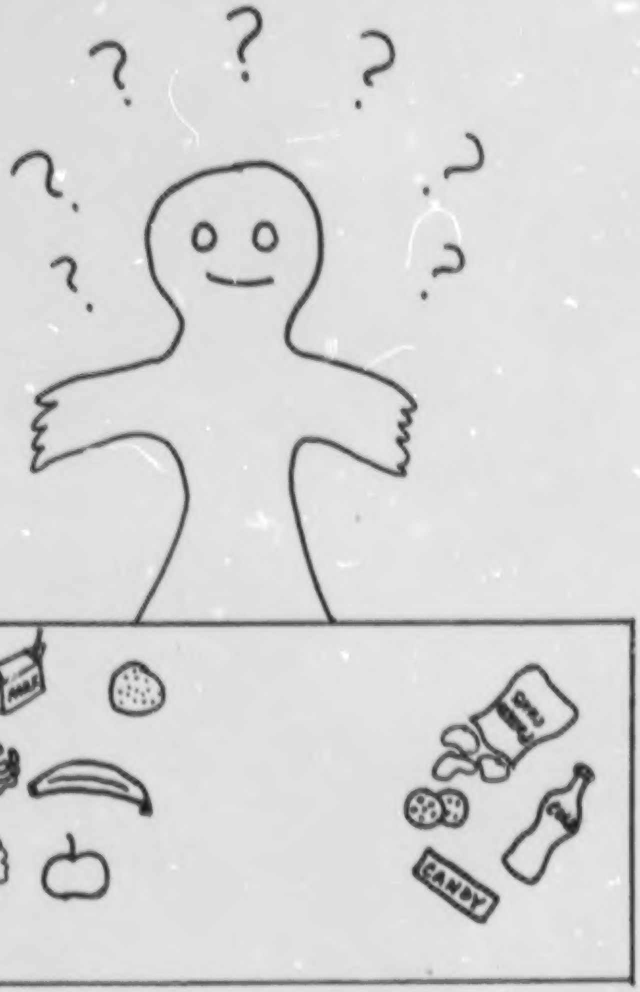
MANAGEMENT


CHEF
POLICE
? ?

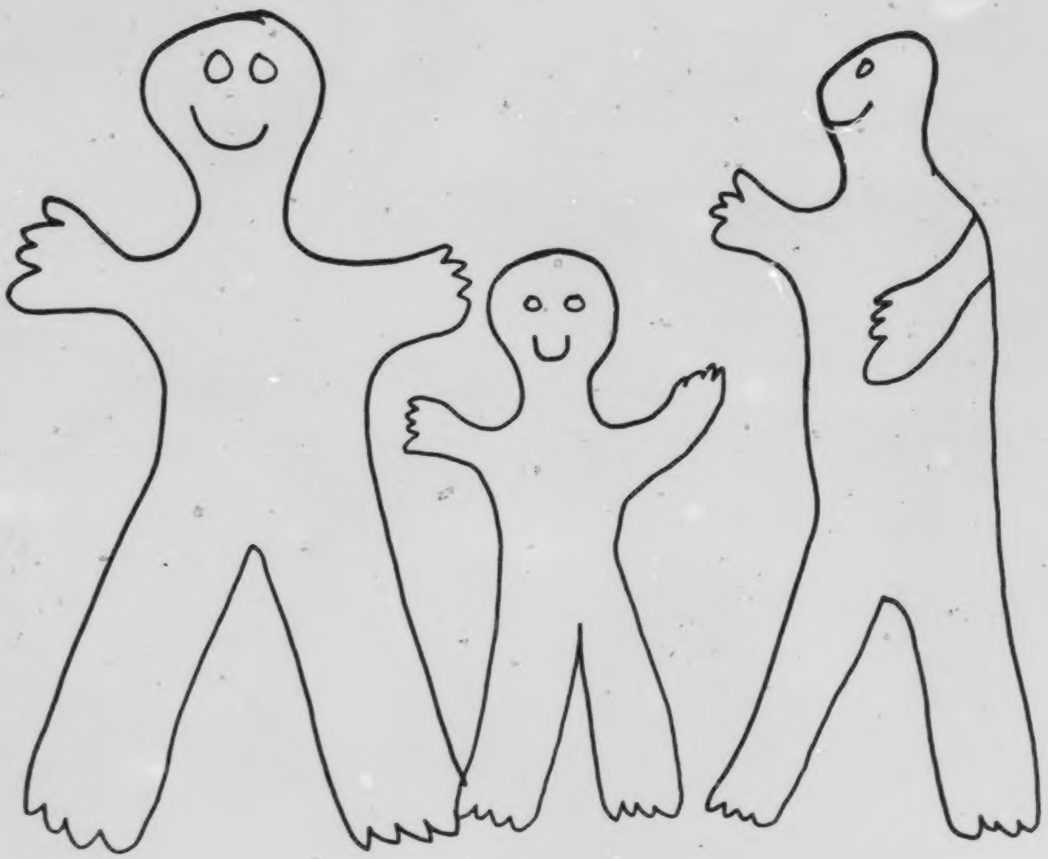
CAREERS



# HOUSING



# NUTRITION



PARENTING

## ADULT FUNCTIONS, ROLES, AND SKILLS

| ADULT FUNCTIONS | ADULT ROLES | SKILLS AND PROCESSES |
|---|---|---|
| Promote family well-being | Wage earner | Occupational |
| Provide food, shelter, and clothing | Consumer | Consumer |
| Produce/consume goods and services | Homemaker | Human relations |
| Provide lasting relationships | Individual | Coping |
| Develop family members | Spouse | Parenting |
| Rear children | Parent | Nutritional/dietary |
| Socialize children | Relative | Managerial |
| Evolve basic values | Neighbor | Decision making |
| Set goals | Friend | Valuing |
| Buffer between individuals and society | Citizen | Inquiry |
| Interact with other systems |  | Adaptive |

Supplement 3.1
INTRODUCTION
(transparency)

Supplement 3.1
INTRODUCTION
(transparency)

# ADULT
# SKILLS & PROCESSES

OCCUPATIONAL

CONSUMER

HUMAN RELATIONS

PARENTING

ADAPTIVE

MANAGERIAL

DECISION MAKING

VALUING

COPING

NUTRITIONAL

INQUIRY

Supplement 4.1
INTRODUCTION
(worksheet)

## WHO ARE YOU?

Listed below are pairs of qualities. There are 5 spaces representing a scale between each pair. Rate how you feel about yourself in relation to each of the qualities by placing an X on one of the spaces provided. Make your choice based on which space best represents the term you feel describes you.

| | | | | | | |
|---|---|---|---|---|---|---|
| Brave | ____ | ____ | ____ | ____ | ____ | Cowardly |
| Capable | ____ | ____ | ____ | ____ | ____ | Incapable |
| Cheerful | ____ | ____ | ____ | ____ | ____ | Sad |
| Clever | ____ | ____ | ____ | ____ | ____ | Dumb |
| Confident | ____ | ____ | ____ | ____ | ____ | Insecure |
| Considerate | ____ | ____ | ____ | ____ | ____ | Inconsiderate |
| Dependable | ____ | ____ | ____ | ____ | ____ | Undependable |
| Energetic | ____ | ____ | ____ | ____ | ____ | Lazy |
| Patient | ____ | ____ | ____ | ____ | ____ | Impatient |
| Outgoing | ____ | ____ | ____ | ____ | ____ | Withdrawn |
| Interesting | ____ | ____ | ____ | ____ | ____ | Dull |
| Tactful | ____ | ____ | ____ | ____ | ____ | Blunt |
| Unselfish | ____ | ____ | ____ | ____ | ____ | Selfish |
| Calm | ____ | ____ | ____ | ____ | ____ | Nervous |
| Neat | ____ | ____ | ____ | ____ | ____ | Sloppy |
| Pleasant | ____ | ____ | ____ | ____ | ____ | Cranky |
| Sympathetic | ____ | ____ | ____ | ____ | ____ | Unsympathetic |
| Generous | ____ | ____ | ____ | ____ | ____ | Stingy |
| Friendly | ____ | ____ | ____ | ____ | ____ | Distant |
| Consistent | ____ | ____ | ____ | ____ | ____ | Changeable |
| Democratic | ____ | ____ | ____ | ____ | ____ | Bossy |
| Flexible | ____ | ____ | ____ | ____ | ____ | Rigid |
| Easy-going | ____ | ____ | ____ | ____ | ____ | Uptight |

Supplement 7.4
INTRODUCTION
(minute dramas)

## BITS AND PIECES

1. Mark is returning home from work.

Mark: Mom, I was offered a new job today. Mr. Jones is buying a new printing press to do his own printing. He wants me to operate it.
Mom : That printing course is paying off, isn't it?

2. Mary is showing Jane her new car.

Mary: I really wanted this car. I know I am only working part time, but I just couldn't live without it.
Jane: Won't you have a hard time paying for it?
Mary: I'm sure there will be a way to make the payments. I'm not going to worry about it.

3. Sue and Judy are caring for their small children in the park.

Sue : Wouldn't it be great to have a yard so the children could play outside more?
Judy: While we're wishing, let's wish for a fenced yard. That way the children would be safe.

4. Jack is doing his homework. The phone rings.

Jack: Hello.
Bill: We are having a game of basketball at the gym and need another player. We thought we could count on you.
Jack: I'm sorry Bill, this paper is due tomorrow for my class.
Bill: You mean you would let an old paper get in the way of a basketball game? Come on Jack, you don't need to work all of the time.

5. Andy works at the plant. He is eating lunch with a group of friends.

Andy: I wish my supervisor would get off my back! He is always picking at me.
Jim : He treats me fairly.
Andy: I don't know why everyone is always picking at me. I can't please anyone.

6. Teresa returns from work, picks up her 2-year old child, and gives him a big hug.

Teresa: Honey, I missed you today.
Danny : Hi, Mommy. Come see my roads.
Teresa: (taking his hand) OK, Danny. Did you make them?

## A DAY IN THE LIFE OF GEORGE BROWN

George Brown - male
single
age 23
employed
lives alone

As the electric alarm sounded at 6:00 a.m., George turned it off and rolled over to sleep for an additional 10 minutes. When he woke up he had only 15 minutes before time to leave for work. He threw on his clothes, jumped in the car, and rushed to work. There was no time for breakfast or a shower.

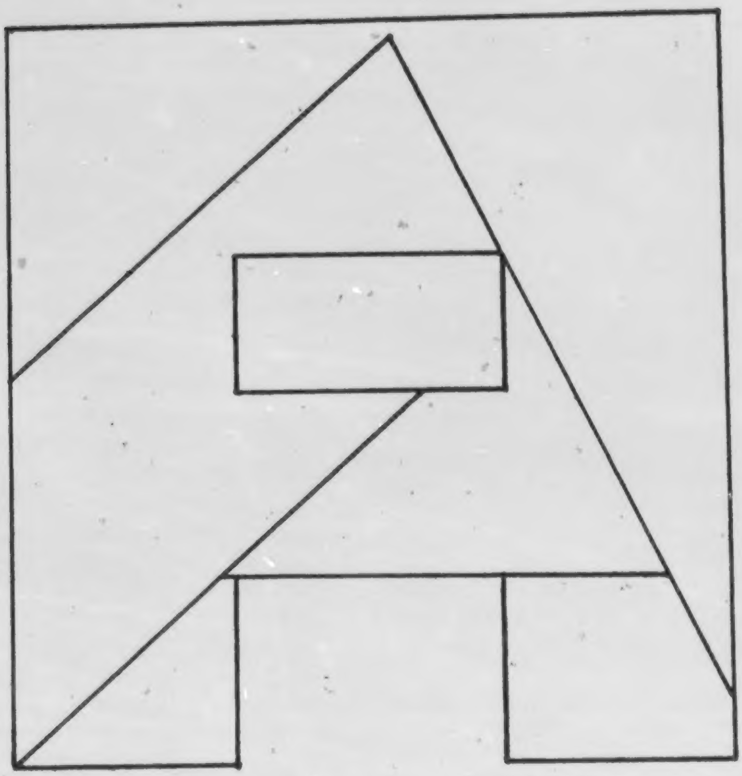
At work George made sure that he completed all of his work on time and that the quality was good. He was also careful not to take part in the department gossip. At lunch he drove across town to have a sandwich with some of his friends. They discussed their chances of winning in the bowling league tournament.

When he got home after work, George took time to tidy up his apartment before opening a can of soup and toasting a sandwich under the broiler. After dinner he called a friend to help him work on his car. While waiting for his friend he talked with his girl friend to tell her he plans to take some classes so that he will be ready for a promotion when the time comes. He talked to her until his friend, Harry, arrived.

After they finished working on the car, George drove the two of them downtown to get a coke and talk with a group of friends. George then drove by his widowed mother's home. He had forgotten to go by on his way home from work to have dinner with his mother and to do some chores he was supposed to have done the previous week. George liked for his mother to depend upon him, but he sometimes wished he could spend more time with his girl friend. At midnight George went home, watched the late show, and went to bed about 2:00 a.m.

Supplement 8.2
INTRODUCTION
(game)

## THE BIG A



To the Teacher:

Make one copy of The Big A (above) for each class member. Use paper or cardboard that is the same color on both sides. Cut one half of the copies apart and put in envelopes (it is best if lines do not show on these copies).

Divide the class into pairs. Give one person in each pair an assembled A. Give the other person the envelope with the cut-up letters.

The person who has the intact letter gives directions to the other person for assembling the letter. The person who is assembling the letter should not see the intact letter. The person giving directions must use only words in communication--no pointing or touching the puzzle.

When most of the puzzles are assembled, discuss clarity of messages, feedback, and how accurately messages were received.

Supplement 8.2
INTRODUCTION
(tapescript)

## LANGUAGE AND THE SEXES

Have you ever wondered why women have the reputation for talking? Why is it okay to describe a man as the strong, silent type when we would think it odd to describe a woman in that way? Does the sex of a person make a difference in language? Although there are many individual differences, it is true that females in our culture do have an advantage in language. Little girls in the first grade are more advanced in their language than little boys of the same age. On the average, this language advantage continues into adult life. Females as a group score higher on tests of verbal skills than males--males score higher in math.

Why is this? One reason is that our society *expects* girls to express their feelings and thoughts through language, laughing, and crying. Boys are taught to be reserved and controlled. If they fall down, someone will say "Boys don't cry." It is far more acceptable in our society for boys to settle their differences through a fist fight. Girls are expected to *talk* about their differences. They are far more likely than boys to be chided if they resort to physical battle.

From an early age, girls are guided into quieter types of activities. They are encouraged to read, talk to their dolls, or help mother. Boys are guided into more active play--a good game of football or tag. Thus, girls grow more verbal and boys grow more physical as they mature.

Boys are taught to be more aggressive. Girls are taught to be passive. Thus, girls learn that they are supposed to *please* other people. Girls learn to watch for facial expressions and listen to the tone of voice to find out how people feel about them or what they are doing. Women's so-called intuition may stem from their ability to read nonverbal cues. Yes, there are differences between the sexes in relation to language. Perhaps there might be *some* difference anyway--but the way we treat children and what we expect of them influences the language skills of both males and females.

## G-O-A-L-S SPELLS GOALS

Take the part of one of the persons in one of the following situations.

Situation 1

Teresa and Mac are a young couple in their early 20's. Teresa is studying to be an architect and Mac is becoming well established selling major appliances for the home. They have an apartment but are dreaming of the day when Teresa finishes school and gets established with an architectual firm and Mac becomes a district manager. They want children some time in the future and also want to build their own home. Teresa will design it herself and Mac is crazy about some of the features on the new appliances that are more energy-efficient than those in their apartment.

A. List Teresa and Mac's goals.
B. Each player draw 3 chance cards.
C. Turn the cards up one at a time and role play the situation from the card.
D. Discuss what the situation from the chance cards would do to their goals.
E. Develop a new list of goals ranked as you think Teresa and Mac would rank them considering the six chance cards.

Chance cards for Teresa and Mac (write one on each card).

1. Teresa gets a job offer as a technical drafting assistant.
2. Mack gets transferred to another city.
3. Teresa gets pregnant.
4. Mac inherits a farm.
5. Teresa wins a scholarship for a study tour of world architecture for the next year.
6. They wreck their only car and do not have collision insurance.
7. The company Mac works for merges with a large national corporation.
8. Mac's parents are killed in a plane crash, leaving his young brother and sister orphaned.
9. The apartment building where Mac and Teresa live burns, destroying all their furniture and clothing.
10. Mac's company switches to selling other brands which he thinks are shoddy merchandise.

Situation 2

Betsy and Karen share an apartment in a large city. They have been friends since fourth grade. When they finished their two-year postsecondary course they decided to strike out on their own. Betsy has trained in restaurant management and Karen as a decorator's assistant. So far, they have found only low-paying jobs that they don't see helping them get ahead. Their apartment is pretty cruddy but all they can afford. They want to succeed in the business world and find an attractive and comfortable apartment. Neither has thought too much about marriage. They are attractive and sociable and are not anxious to be tied down.

A. List Betsy and Karen's goals.
B. Each player draw 3 chance cards.
C. Turn the cards over one at a time and role play the situation from the card.
D. Discuss what the situations from the chance cards would do to their goals.
E. Develop a new list of goals ranked as you think Betsy and Karen would rank them considering the six chance cards.

Chance cards for Betsy and Karen (write one on each card).

1. Betsy loses her job.
2. Karen falls in love with a great guy.
3. Betsy gets pregnant.
4. Karen lands the job she thinks will lead to advancement.
5. Betsy's younger sister wants to move in with them.
6. Their rent is nearly doubled.
7. Betsy finds a job she likes but it is not what she is prepared for.
8. Karen's boss keeps making unwelcomed advances.
9. The public transportation systems all go on strike. Neither Betsy nor Karen have a car.
10. Karen's aunt leaves her $10,000.

## Situation 3

Mark and Ed finished college and worked for a year while living at home. They have talked it over and decided to go together and buy a mobile home. They figure it is time they got out on their own and learned to be independent. They want a place just on the edge of town with some lawn but near work and recreation facilities. They both make pretty good money even though their jobs are not that exciting. Home is pretty restraining after having been away to college for four years. Each has a little money ahead even though both realize they haven't saved what they should.

A. List Mark and Ed's goals.
B. Each player draw three chance cards.
C. Turn the cards up one at a time and role play the situation from the card.
D. Discuss what the situation from the chance cards would do to their goals.
E. Develop a new list of goals ranked as you think Mark and Ed would rank them considering the six chance cards.

Chance cards for Mark and Ed (write one on each card).

1. Mark's mother develops a severe depression when she hears Mark's plans. The doctor says it is dangerous considering her heart condition.
2. Ed loses his overtime pay that he had counted on.
3. The only lot they find in town that is for sale or lease is zoned to exclude mobile homes.
4. A friend offers to sublet his townhouse because he is getting a divorce.
5. Mark gets an offer of a promotion but it involves moving to another state.
6. Ed's uncle dies and his aunt asks him to manage their business.
7. Mark's younger sister asks him to let her have money for an abortion.

8. They find a beautiful lot they can buy cheap 20 miles from town.
9. Mobile homes they can find are either too expensive or are in bad repair.
10. Ed meets a woman he wants to marry.

## Situation 4

Katherine is in her mid 30's. She has recently divorced and has custody of her 10-year old daughter, Kathy. David doesn't really mind giving some financial aid to Katherine so she can go back and finish school--the judge suggested this in place of alimony. What David does object to is paying child support for Kathy when he doesn't even have visiting privileges. David has remarried and would really like to have Kathy live with him. Katherine has been severely depressed ever since the divorce. She has started back to school now and has a new lease on life. She is determined to get enough training so she is financially independent and can support Kathy herself. David is equally determined to get Kathy.

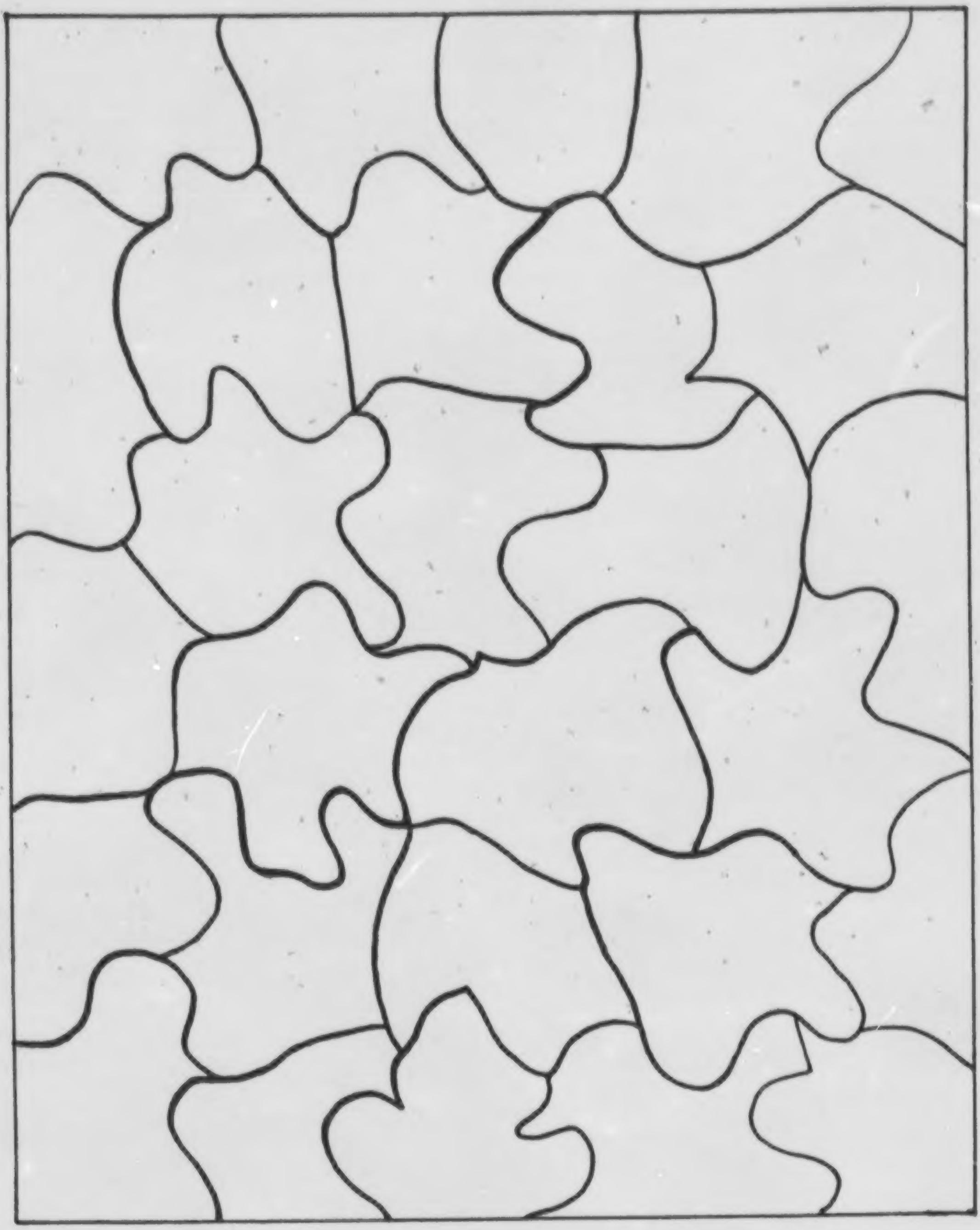
A. List goals Katherine and David each has.
B. Each player draw three chance cards.
C. Turn the cards up one at a time and role play the situation from the card.
D. Discuss what the situation from the chance cards would do to their goals.
E. Develop a new list of goals ranked as you think Katherine and David would rank them considering the six chance cards.

Chance cards for Katherine and David (write one on each card).

1. Kathy's teacher calls and says that Kathy may not be promoted. She has stopped doing anything in class.
2. David moves to another state and stops paying support.
3. Katherine falls and breaks her leg.
4. David's new wife gets pregnant.
5. Katherine got 3 A's and 1 B at the end of the semester.
6. Katherine is offered a job by an old family friend. It doesn't pay as much as if she had a degree but it means money now.
7. Katherine meets a widower who says he would like to marry her and adopt Kathy.
8. David persuades Katherine to let Kathy visit him during summer vacation.
9. David loses his job.
10. David's new wife and Kathy just don't get along at all when they are together.

Supplement 9.2
INTRODUCTION
(puzzle/game)

# JIGSAW

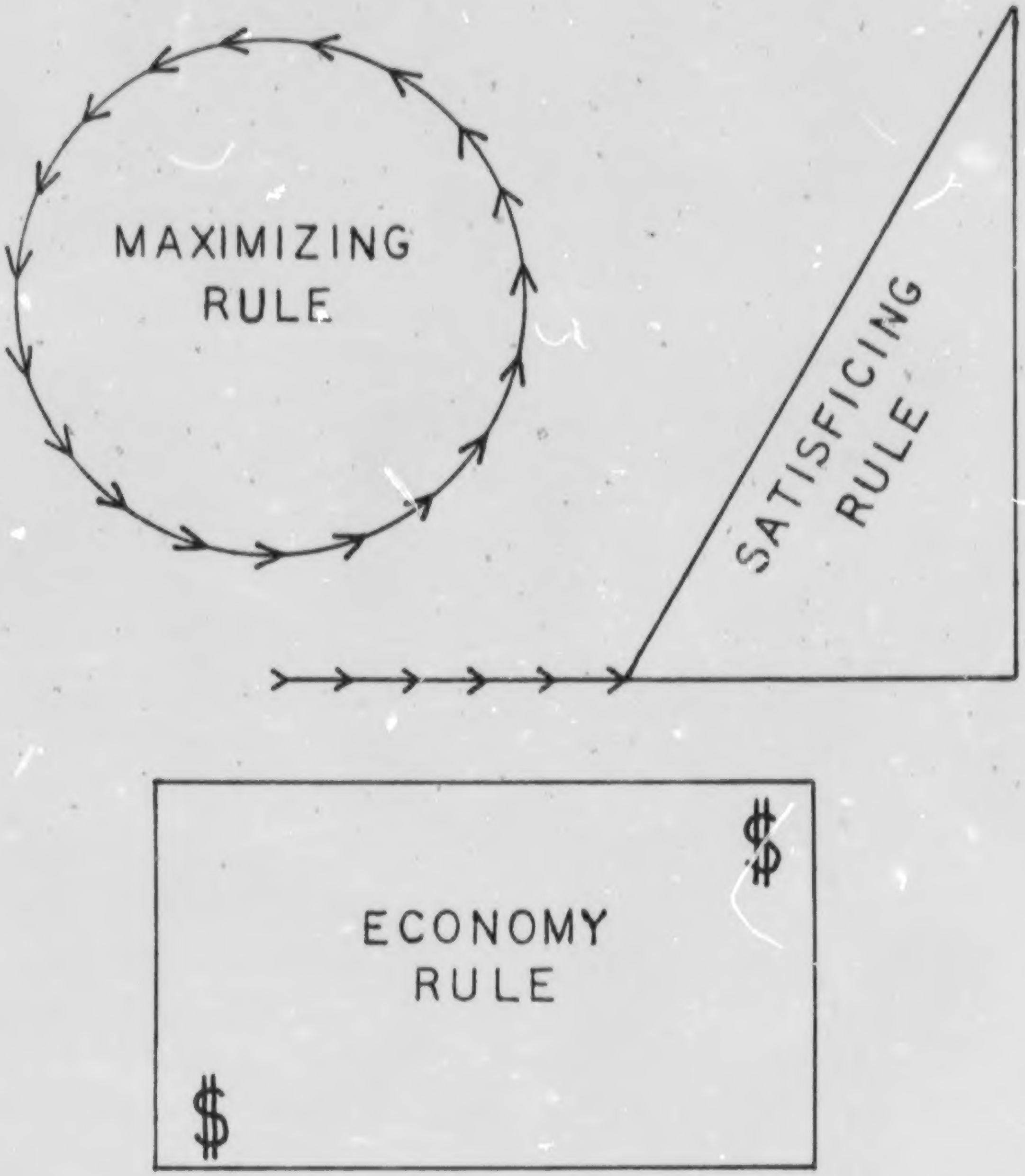


Write a goal in each block. With light colored crayons or pencils, color short-range goals one color, long-range goals another. Cut apart. Line up all goals in order of their importance to you.

102

Supplement 10.1
INTRODUCTION
(transparency)

# DECISION RULES


MAXIMIZING RULE
SATISFICING RULE
ECONOMY RULE
$
$

Discussion Guide

1. Maximizing Rule - Look at all alternatives. Choose the BEST solution even if it uses more total resources. Use of this rule is a time consuming process and also may be costly in terms of total resources (time, money, effort). The search for alternatives is complete. Decision may be satisfying but sometimes it is not worth the initial effort nor the cost. We often advise students to buy the best possible quality of clothing. This does not always meet the goals of students. Variety rather than quality may be important to some people.

2. Satisficing Rule (satisfaction and sacrifice) - Search until you find an ACCEPTABLE solution. You must have a fair idea of what is acceptable. You are likely to have a pretty good solution--but not always the best solution. People who hate to shop may search for new shoes only until they find a pair that will do. Students writing a term paper may search the library just enough to find references they can get by with.

3. Economy Rule - Choose the CHEAPEST alternative in terms of resources that barely meets the goal. With the economy rule the cheapest solution is the one chosen. "Cheapest" may mean less time and effort--not just less money. The alternative chosen may be less satisfying but it will do. The resources you have as well as your values related to the goal help determine when you apply the economy rule.

Supplement 10.1
INTRODUCTION
(skit and worksheet)

## BIG FRED

Little Fred (age 10) idolizes his uncle, Big Fred. He is watching him work on his car.

Little Fred: What are you doing, Uncle Fred?

Big Fred : Working on my car.

Little Fred: What's wrong with it?

Big Fred : On, not too much. I am just cleaning it up and checking it over. I like to drive a clean car for the weekend, so I always go over if after work on Friday.

Little Fred: I'll be glad when I'm old enough to drive. Why did you get this car? Your old one was prettier.

Big Fred : Well, when I decided to get married, I decided that I would not be able to keep up the car payments and afford the operating costs what with our having to buy furniture and everything. I had to get something less expensive.

Little Fred: Yes, but how did you choose this one?

Big Fred : Oh, that was simple. A guy I worked with wanted to sell it. He gave me a good price and it gets good gas mileage. I just snapped it up before he changed his mind.

## WORKSHEET

1. What policy did Big Fred follow?

   How can you tell that this was a policy?

2. Explain some of Big Fred's decisions according to one or more decision processes.

3. Which decision rule did Big Fred use in selecting his car?

   How can you tell?

   What would he have done had he followed a different decision rule?

Supplement 11.1
INTRODUCTION
(minute dramas)

## PLEASE ENGAGE BRAIN

### Situation 1

Jack: What are you doing drinking cokes instead of milk? Don't you remember what Mrs. Smith said about calcium?

Sam : I dunno. I just always drink a coke when I am thirsty.

### Situation 2

Susan: I don't know whether to marry Bill or Stan. Bill is so witty but Stan is better looking. They have both been just begging me to be engaged.

Kathy: That's one decision you can forget about. I heard last night that Bill asked June and Stan eloped with Mary last weekend.

### Situation 3

Patsy : Why did you get that blue sweater? The orange is ever so much smarter this year.

Janice: I look like I've been sick for a year when I wear orange. Besides, I don't have anything that orange looks very well with, and blue does fit in with my other clothes.

# PROBLEMS OF TEENAGERS

Problems of Teenagers is included as an optional unit in ADULT ROLES & FUNCTIONS. Some school systems have particularly requested that such a unit be included, whereas other schools include part of the content in other courses. The local situation should determine whether or not this unit is included in the course and the emphasis given it.

Problems of Teenagers attempts to place various problems in some kind of perspective without moralizing. The approach taken is to identify various activities that teenagers engage in that society considers as problems. Students then explore the potential effects of these activities in order to make personal decisions regarding the activities. Fieldtest teachers used a non-directive approach in helping students study consequences.

Drugs, alcohol, vandalism, running away, dropping out of school, teenage suicide, VD, and teenage pregnancy are studied as symptoms and consequences rather than as basic problems. Students explore motivations for engaging in drugs, alcohol, vandalism, and premarital sex. Some of the basic motivations that lead to these activities may also cause a student to drop out of school, run away from home, or commit suicide. Teenage girls often become pregnant in spite of knowledge about contraceptives.

Activities in the unit are designed to help teenagers discover the potential effects of engaging in various activities that may limit their future options as adults. Whereas the course ADULT ROLES & FUNCTIONS focuses primarily on the future, this unit focuses on the present and near future. It is designed to help adolescents build a bridge rather than a chasm between the present and future.

We have not attempted to include an exhaustive list of instructional materials for this unit. Most teachers found that community agencies were eager to assist with the unit and many supplied a number of brochures and AVs as well as resource persons. Librarians and school guidance counselors can also be quite helpful with this unit. Making use of various school and community resource persons gives teenagers a better idea of where they might seek help when they have problems.

Area: PROBLEMS OF TEENAGERS

Concept: ROADBLOCKS TO RESPONSIBLE ADULTHOOD

Essential Competency: 1.0 The learner will cite teenage activities that are viewed as problems by society and identify reasons that they are viewed as problems.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Compile a list of activities that are viewed as problems by society. Suggested problem areas: Alcohol Abuse, Drug Abuse, Sexual Behavior, Suicide, Reckless Driving, Running Away from Home, Vandalism, Shoplifting. Others may be added. | | 1.1 Given a list of teenage activities that are viewed as problems by society, the learner will suggest reasons that these activities are considered problems. |
| View the filmstrip Adolescents. Which activities shown do you consider to be problems? | Filmstrip: Adolescents. THE LIFE CYCLE. Merit A-V. | |
| Read the case studies Problem Activities and determine why society might view these as problem areas. (Supplement 1.1). | Supplement 1.1 Problem Activities (Case studies). | |
| Bring a headline or newspaper acticle to share with the class related to the list compiled in the first activity. (Keep these for further use.) | | |
| Work in buzz groups to compile a list of reasons why each area from the first activity in this lesson is considered a problem. Report findings to class. | | |

Area: PROBLEMS OF TEENAGERS

Concept: MOTIVATIONS

Essential Competency: 2.0 The learner will analyze motivations of teenagers for engaging in activities that are considered by society to be harmful.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Analyze newspaper and magazine articles to determine reasons why teenagers participate in activities considered harmful by society. | | 2.1 The learner will list and explain factors that motivate teenagers to engage in activities that are considered to be harmful by society. |
| Listen to a guest speaker talk on "Reasons for Problem Behavior." (Suggested source: Mental Health Center, School Psychologist, Guidance Counselor.) | | |
| Discuss how the following factors motivate teenagers to take part in activities considered harmful: media influence, peer approval, attention, money, revenge, adventure, kicks, expermentation, independence, sick mind. | | |
| Read "Meeting Your Needs" in Person to Person. Discuss how unmet needs motivate people. | Sasse. Person to Person. Bennett, 1978, pp. 45-52. | |
| Develop a survey to determine why teenagers get involved in activities that society considers harmful. Give the survey to a cross section of the student body (Ex.: a variety of home rooms including all grade levels). Compile results. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Construct a bulletin board What's Your Excuse? that illustrates motivation for participating in harmful activities. Consider survey results in designing the bulletin board. | | |
| With a partner choose one of the areas listed in the first activity of Evaluation 1.1. Write a skit for class presentation showing why a teenager might take part in that activity. (Teacher approval required before presentation.) | | 2.2 Given a series of case studies concerning problem activities, the learner will analyze each in relation to motivations. |
| Take part in a discussion analyzing each skit. | | |
| Read one or more of the suggested books and analyze problems in relation to motivations. | Dizenzo. Phoebe. Bantam Books, 1970.<br>Eyerly. Bonnie Jo, Go Home. Bantam Books, 1972.<br>Eyerly, He's My Baby Now. Lippincott.<br>Go Ask Alice. Avon, 1971.<br>Head. Mr. and Mrs. Bo Jo Jones. Putnam's, 1967.<br>Hinton. Rumble Fish. Dell, 1975.<br>(list cont. next page) | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
|  | Hinton. That Was Then, This Is Now. Dell, 1971.<br>Sorel. Dawn: Portrait of a Teenage Runaway. Ballatine, 1976.<br>Zindel. My Darling, My Hamburger. Harper & Row, 1969. |  |

PT-5

Area: PROBLEMS OF TEENAGERS Concept: VALUING

Essential Competency: 3.0 The learner will clarify his/her own values in relation to potentially harmful activities.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read the set of case studies on competing values and list the competing values found in each one (Supplement 3.1).<br>Construct a bulletin board, Genie Bottle, on competing values (Supplement 3.1). | Supplement 3.1 Competing Values (case studies).<br>Supplement 3.1. Genie Bottle (bulletin board). | 3.1 Given a value situation the learner will identify the competing values in the situation and propose a solution. |
| Complete the questions on page 98 in Person to Person on feelings about drugs.<br>Complete opinionaire, Activity 14, in Person to Person Teacher's Guide (about sexual activity).<br>Complete a set of unfinished sentences about shoplifting, vandalism, and reckless driving (Supplement 3.2).<br>Find other value situations involving activities listed in the first lesson of this unit to share with the class. | Sasse. Person to Person. Bennett, 1978, p. 98.<br>Sasse. Person to Person Teacher's Guide, 1978, p. 52.<br>Supplement 3.2. My Own View (worksheet).<br>Various issues of Current Lifestudies and Human Sexuality Supplement. | 3.2 Given a case study that involves a value situation, the learner will clarify that set of values and what he/she has learned about his/her own values. |

**Area:** PROBLEMS OF TEENAGERS **Concept:** INQUIRY

**Essential Competency:** 4.0 The learner will use inquiry to discover additional information and consequences about activities that society considers potentially harmful.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Select a topic from those previously discussed for presentation to the class. Use at least two methods of presentaion and at least three resources. Refer to guidelines in Supplement 4.1 Here's How! | Supplement 4.1. Here's How! (guidelines).<br>Sasse. Person to Person, pp. 80-106.<br>Various issues of Current Lifestudies and Human Sexuality Supplement.<br>Consult various agencies, your library, current magazines and newspapers, etc. for additional resources.<br>Channing L. Betes scriptographic booklets:<br>ABCs of Self-protection<br>About Alcohol<br>About V.D.<br>About Contraception<br>About Rape<br>About Drugs<br>Drug Abuse<br>Shoplifting<br>Women/Self-protection | 4.1 Having used inquiry to discover additional information about activities that society considers potentially harmful, the learner will share findings and conclusions with others. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Present topic to class. | | |
| Read set of case studies giving situations. Consider consequences of the various alternatives each person might have (Supplement 4.1). | Supplement 4.1. *Considering Alternatives* (case studies). | |

Area: PROBLEMS OF TEENAGERS

Concept: DECISION MAKING

Essential Competency: 5.0 The learner will use the decision-making process in relation to potentially harmful activities.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the filmstrip series THAT'S LIFE: EXPLORING TODAY'S PROBLEMS. Discuss questions from the guide and decide what should be done in each episode. | Filmstrip Series: THAT'S LIFE: EXPLORING TODAY'S PROBLEMS. Globe, 1973. | 5.1 Given a problem situation facing a teenager, the learner will use the decision-making process to make the decision. |
| Complete "What would you do if" on p. 97 in Person to Person. (drugs) | Sasse. Person to Person, p. 97. | |
| Use the Decision-making Process chart with the case study and make a decision (Supplement 5.1). | Supplement 5.1 Decision-making Process (chart and case study). | |
| Role play different situations involving problems of teens. Decide what should be done. How did you make this decision? | Supplement 5.1. Problems of Teens (situations). | |
| Role play the situation of reckless driving in Person to Person Teacher's Guide, page 38, Activity 3 (Doug & Sarah). | Sasse. Person to Person Teacher's Guide, p. 38. | |

## SUPPLEMENTS - PROBLEMS OF TEENAGERS

NO./TITLE PAGE

1.1 Problem Activities . . . . . . . . . . . . . . . . . . . . . . . . . pt- 2
3.1 Competing Values . . . . . . . . . . . . . . . . . . . . . . . . . . pt- 3
3.1 Genie Bottle . . . . . . . . . . . . . . . . . . . . . . . . . . . . pt- 4
3.2 My Own View . . . . . . . . . . . . . . . . . . . . . . . . . . . . pt- 5
4.1 Here's How . . . . . . . . . . . . . . . . . . . . . . . . . . . . . pt- 6
4.1 Considering Alternatives . . . . . . . . . . . . . . . . . . . . . . pt- 7
5.1 Decision-Making Process . . . . . . . . . . . . . . . . . . . . . . pt- 9
5.1 Problems of Teens . . . . . . . . . . . . . . . . . . . . . . . . . pt-11

## PROBLEM ACTIVITIES

1. Jane is a senior in high school. She smokes marajuana daily and has recently begun taking some pills. She says they make her feel good and help her forget about the real world for awhile. She plans on opening a day-care center someday to care for nursery school children. She has no plans to discontinue her drug use. She says she's not hurting anyone and it makes her feel good.

2. Joe's parents used to let him sip a little alcohol from their drinks when he was very young. Once at a party they gave, Joe sipped a little from all the guests drinks. The guests thought he was very cute when he started giggling and dancing around. His dad said he'd be fine in the morning, but Joe's Mom was very concerned. Joe is now thirteen. He has access to his parents bar and often takes money from his parents to buy alcohol. He's doing poorly in school and has few interests or activities.

3. Pam and her boyfriend just broke up. He told her he'd just been to the doctor for a physical and found out he had VD. He suggested she needed to see a doctor also. Pam laughed. Nothing like that could happen to her. She had an active sex life and didn't intend to stop just because of what some silly doctor had said.

4. Jim graduated from high school yesterday and went out to celebrate with his friends. He borrowed the family car and some of his friends brought along a couple of cases of beer. They were speeding down the highway and Jim was showing them how great he could drive. Then a terrible accident happened! A little girl on a bicycle came from nowhere. Jim tried to stop but he was going to fast. The little girl was killed instantly.

5. Marie felt her mother's remarriage had resulted in a home where she was no longer wanted. Six months ago she decided she could make it on her own so she ran away. She's been sleeping in abandoned cars and, when she's lucky, she finds a house where the family is away. She bums food and money from everyone she meets. Marie says she's doing okay. She feels that her parents do not care what she's up to.

6. June had never shoplifted before and she was scared. But her friends had dared her and besides the store would never miss a little birthday card. It was so easy she began taking little things pretty often. Then as she got more confident she began taking larger and more expensive things just to see if she could do it. She has become very good at it and now she's decided to take a leather handbag.

7. Iris and Jack had been going together for a year and a half. They both graduate from high school in a couple of months and plan to be married in the summer. Iris discovers that she is pregnant. They decide to move their wedding up to right after graduation. A week before graduation Jack is killed in a tragic car accident.

Supplement 3.1
PROBLEMS OF TEENAGERS
(case studies)

## COMPETING VALUES

1. Betsy is working at a grocery store part-time. She took the job so she could save money to go to college. Now her boss says she has to work on Sunday mornings. Betsy has always gone to church and she doesn't want to miss services to go to work. Her boss says if she refuses to work when he says, he'll fire her.

2. Craig really loves his little sister and he knows his mom has to work to support them. But he really wants to go to the concert Friday night. Now his mom says she has to work late and he'll have to stay home to take care of Susie because they can't afford a sitter.

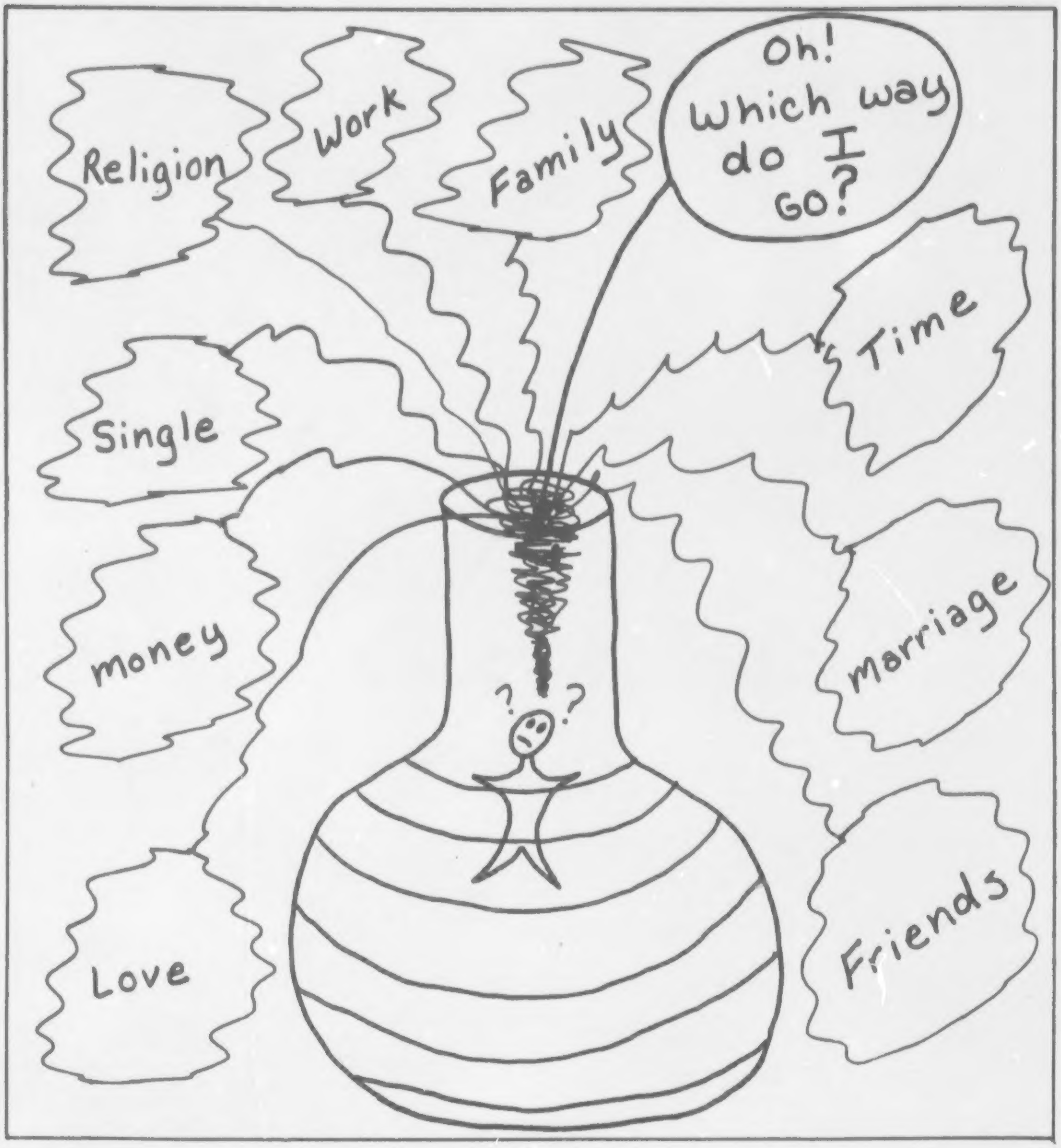
3. Danny was planning on getting a job for the summer, not only for spending money now but also for next year so he can go to all the senior activities (prom, graduation, the beach, etc.). Danny's friends think he's crazy to spend the summer working instead of relaxing and having a good time. Tennis and swimming are tempting but he really could use the money.

4. Kitty has been saving her money so she can get a terrific gift for her mother's birthday week after next. There's a concert this weekend that all her friends are going to and they want her to come too. The tickets are $10.00 and to go she'd have to spend most of the money she has saved. She still wants to get something special for her mother but she doesn't want to miss out on all the fun.

5. Nick and Nancy have dated for the past two years. Nick wants to get married after graduation in May. Nancy loves Nick and she wants to marry him, but not so soon. She wants to keep her freedom for another year or so. She says she needs time to travel and grow up before she settles down. She doesn't want to lose him but she's not ready for marriage yet.

Supplement 3.1
PROBLEMS OF TEENAGERS
(bulletin board)

GENIE BOTTLE


Religion
Work
Family
Oh! Which way do I go?
Time
Single
money
marriage
Love
Friends
? ?

Supplement 3.2
PROBLEMS OF TEENAGERS
(worksheet)

## MY OWN VIEW

1. Jill was caught leaving a large department store with several cosmetics in her purse. I think/feel ______________________________________________
______________________________________________________________________
______________________________________________________________________

2. John and some of his buddies sprayed paint on tombstones in the cemetery. I think/feel ______________________________________________________
______________________________________________________________________

3. My brother just lost his drivers license for speeding. I think/feel
______________________________________________________________________
______________________________________________________________________

4. Steve's drunk and insists on driving home. I think/feel ______________
______________________________________________________________________
______________________________________________________________________

5. I told Tina I needed a new pair of sunglasses but couldn't afford them After leaving the store she opened her purse and offered me the pair I'd just admired. I think/feel ____________________________________________
______________________________________________________________________
______________________________________________________________________

6. Bill and Roy broke into the candy machine and are offering everyone candy. I think/feel ______________________________________________________
______________________________________________________________________

7. John wants me to go out with him Saturday I know he's a very popular buy in school but he's also a reckless driver. I think/feel __________
______________________________________________________________________
______________________________________________________________________

Supplement 4.1
PROBLEMS OF TEENAGERS
(guidelines)

## HERE'S HOW

I. Select a topic of interest to you and one that is considered to be a problem by society. Examples are:

1. Drugs
2. Alcohol
3. Sexual Behavior
4. Suicide
5. Reckless Driving
6. Running away from home
7. Vandalism
8. Shoplifting

You may choose one of these or include others.

II. Search the library or other resources to find information about your topic that is current and accurate. Narrow your sources down to those that are the most current and contain enough information to cover your topic thoroughly. You must have at least three sources of information.

III. Chose two of the following methods and present to the class a summary of your findings.

1. Lecture and/or discussion panel
2. Pretest; presentation of findings; posttest
3. Guest speaker
4. Debate
5. Discussion with the use of media (films, slides, movies, charts, etc.)

Supplement 4.1
PROBLEMS OF TEENAGERS
(case studies)

## CONSIDERING ALTERNATIVES

Read the set of case studies below and analyze the situation and consequences of each. Decide on several alternatives to each of the consequences. Why did it happen the way it did? How could the consequences have been prevented? What could be done or have been done in order to change the outcome? What can the person do now to change or alter the situation?

1. Judy is a seventeen year old girl who has just run away from home. She couldn't take it anymore. She felt her parents were just too nosy. They always wanted to know where she had been, who she was with, and where she was going. She thought she was old enough to do as she pleased and would prove it to them.

2. John began drinking in high school. Just like all his friends, he wanted to be part of the crowd. First he started drinking at parties and get togethers and found it helped him to forget his problems for awhile. When he was worried or upset he started drinking and soon his problems didn't seem so bad anymore. John, now twenty-two, has lost his third job in eight months. He was found asleep on the job. He goes down the street to the nearest bar to have a few beers and forget. He says, "Oh, I'll find another job tomorrow or the day after."

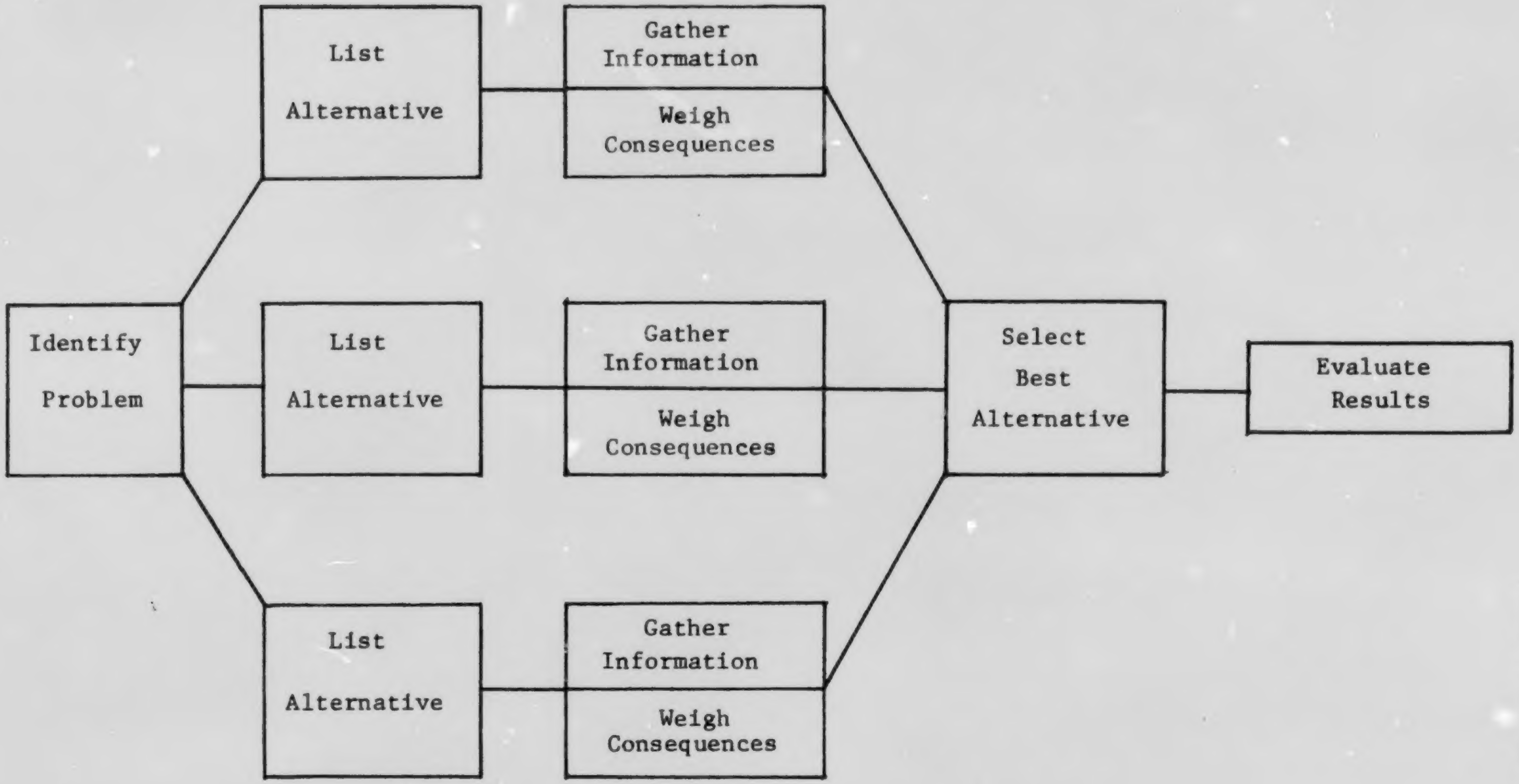
3. Carol just finished band practice and has started walking the four blocks to her home. She's tired and is anxious to have a nice hot bath. Suddenly a car stops to offer her a lift home. She knows the boys from school but they're not good friends of hers. They have a reputation for speeding and reckless driving but have never been in real trouble. She hesitates, but because she's so tired, she decides to accept a ride home. As soon as she's in the car the boys head in the opposite direction. They tell her they'll take her home the long way so they can enjoy the drive. Carol is scared because they're driving so fast.

4. Sammy was fourteen years old. His body was just found in his bed. He had died of an apparent overdose of drugs. His parents are hurt and shocked. They never believed he would do such a thing. They knew he was having problems with his school work and with the teachers but they had told him to apply himself more and things would work out. Sammy had tried to talk to his parents about his problems but they didn't think his problems were that serious. He had told them many times that life just didn't seem worth living.

5. It all started out as a big joke. Tom's friends at work dared him to break in at the Miller's home while they were away on vacation. He wasn't going to take anything. He just wanted to mess the place up a little and have some fun. Besides, he wasn't a criminal. But here he was on his way to the police station under arrest for burglary.

6. Jane needed a new pair of hose to wear tomorrow. She was in the crowded store and discovered she had forgotten her wallet. She could not charge. No one was looking, so she dropped the hose into her bag and started to walk out. She'd never done anything like this before. Jane was scared, but she thought "no one will know." Suddenly the store clerk asked her to remain until the manager arrived.

# DECISION-MAKING PROCESS


Identify Problem
List Alternative
Gather Information
Weigh Consequences
List Alternative
Gather Information
Weigh Consequences
List Alternative
Gather Information
Weigh Consequences
Select Best Alternative
Evaluate Results

pt-9

Supplement 5.1
**PROBLEMS OF TEENAGERS**
(chart and case study)

## Case Study

Beth is a 16-year-old high school junior. When Beth was in 7th grade, she tried pot. She was disappointed that she didn't get "high" the first time she smoked marajuana. She had heard all about drugs from lectures in school and at home, but she got tired of smoking and wanted to try something stronger. When Beth entered high school, she was using stronger drugs regularly. By the time she was a junior, Beth's habit was costing her $10 a day. Her allowance did not cover this, so she began taking money at home. Her mom became suspicious so she turned to borrowing from friends. She borrowed knowing she couldn't pay the money back--some were pressuring her for the money--others would not loan her anymore.

She finally tried to kick the habit "cold turkey"--but for 3 days she had headaches, stomach cramps, chest pains, and nausea. Beth thought she was going crazy! One day she even kicked her dog for no reason at all. Beth said school was the pits anyway and she felt like dropping out, running away from home, and getting a job. Then she could have money to support her habit.

Supplement 5.1
PROBLEMS OF TEENAGERS
(situations)

## PROBLEMS OF TEENS

Role play the following situations and list all the options available. Decide on a course of action and explain how the decision was reached.

1. Paul was invited to a party at a friends house following the big game. When he arrived he thought everyone was having a good time. Paul was anxious to join in the fun. However, he soon discovered everyone there was high on drugs. His friends kept offering him some and telling him to join in the gang. Paul didn't like the idea of getting mixed up with drugs.

2. Terry just came from an Honor Society meeting called to asked the members help in exposing a group of students who took an exam from a teachers desk. Each person was asked to report any information to the guidance counselor. Terry was very upset. He knew his best friend was involved. He couldn't turn in his best friend! He didn't know what to do.

3. Judy was having problems with her school work. Her parents kept after her to do better. They always seemed to be getting on her case. Her brother Tim was an honor student and her parents kept telling her to be more like Tim. Judy was so upset she thought she'd be better off without her parents. She was contemplating running away.

4. Becky had been going steady for six months. She really liked Jeff and everything was fine except for one problem. Jeff kept asking her to "go all the way" with him. He insisted that if she really loved him she'd do what he wanted. Jeff said "all of their friends do it."

5. Danny found himself outside the store window with several of his new friends surrounding him. They told him they were going to break in. They said they just wanted to have a little fun. Danny was confused. He didn't like what was about to happen but he didn't want them calling him chicken. He thought they intended to go bowling.

6. Sue was a school cheerleader and arrived at practice a few minutes late to find the others hadn't started. They were huddled together and laughing. They had something in a bag. They offered it to Sue. Upon examining it she found a bottle of liquor. Sue became very upset. Her father had been an alcoholic and she vowed she would never drink. She knew the dangers of drinking but the others were urging her to join in the fun.

# FAMILY RELATIONS

Rapid technological and social changes have created a situation within which the family is floundering. About 40 percent of all marriages end in divorce, the number of one-parent families is increasing, and family violence is headline news. Although many teenage girls continue to view marriage as an escape from an unhappy home situation, early marriages have a small chance of surviving.

In spite of the high divorce rate in this country, most people marry. If they divorce, they remarry--often creating a complex system of family ties. Others simply choose to live together, creating new legal questions. Although many people still view the typical family as a husband, wife not employed outside of the home, and children at home, this grouping now comprises only a small percentage of all families.

Although home economics teachers view family stability as a desirable goal, we recognize that some of the traditional solutions no longer apply. In all fairness, we cannot permit teenage girls to continue believing that marriage will take care of their problems, or that someone will take care of them for life once they are married. This means that we must encourage greater self-sufficiency among adolescent girls, which in turn may create self-esteem problems for teenage boys who view their own future family role in the traditional manner. We believe that, in the long run, family stability can best be promoted in today's society when male/female roles are shared rather than being as differentiated as they have been in the past.

Many problems of families stem from early marriage. Young people often make serious commitments before they are ready to assume the responsibilities. How they go about selecting a mate is another problem. Mate selection is too often based on romantic notions about love without stopping to find out about the basic beliefs of the prospective mate. This unit includes sections on both readiness for serious commitments and mate selection processes in relation to the desired lifestyle.

Lack of communication looms as one of the major problems in families today. Perhaps it has always been a problem, but today it is more apparent when families dissolve more casually than they did in the past. The Family Relations Unit therefore includes a communications section, which involves such ideas as levels of communication and productive vs. destructive family arguments.

Families today often live with a high level of stress, which is compounded by our way of life. How family members handle stress often determines whether or not it leads to a crisis. A family crisis can bring a family closer together, disrupt it, or entirely dissolve it. Students learn various ways people respond to stress and crisis. Students also determine which responses are the most productive and how mutual support systems are formed.

Although much of the unit revolves around marriage and the family, it also encourages students to recognize that marriage isn't for everyone. Single persons can have satisfying and productive lives. It encourages students to examine relationships with both nuclear and extended families and to develop both dependence and interdependence in their relationships with others.

Area: FAMILY RELATIONS Concept: THE FAMILY

Essential Competency: 1.0 The learner will be aware of the family unit as defined by society today.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Brainstorm for definitions of family. Then write a definition as a solution to the following problem:<br>Your community is being zoned. One large area is to be reserved for families. As a member of the town council, you must write the definition of a family so the decision can be made by the council as to who can live there. | | 1.1 The learner will write a definition of the family as defined by society today and compare with other definitions. |
| Arrive at a concensus decision of a definition for family through a class discussion. | | |
| Compare this definition with ones found in books such as those listed at the right. | Landis. Your Marriage and Family Living. McGraw-Hill, 1977, p. 371.<br>Paolucci et at. Personal Perspectives. McGraw-Hill, 1978, p. 30.<br>Sasse. Person to Person. Bennett, 1978, p. 210. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| | What's a "Family"? Channing L. Bete, 1978 (Scriptographic booklet). | |
| Take the Pretest on families from Families USA. Then view the slides and work the puzzle (Supplement 1.2). | Supplement 1.2 Families USA (pretest, slides, puzzle). | 1.2 Given family descriptions, the student will identify the type of family. |
| Read to find the definitions of extended and nuclear families. | Landis. Your Marriage and Family Living. pp. 371 and 380.<br>Paolucci et al. Personal Perspectives. pp. 30-31. | |
| Read the list of persons on page 212, Person to Person, and decide which are families. Defend your answer. | Sasse. Person to Person, p. 212. | |
| Prepare a visual, Which is the Real Family? Include the following percentages:<br>15.9% - father sole wage earner, mother full time homemaker, at least one child (under 18)<br>18.5% - mother and father wage earners; 1 or more children at home.<br>30.5% - married couple; no children or none at home.<br>6.2% - single-parent family; mother | | |

(continued next page)

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| and child at home.<br>0.6% - single-parent family; father and child at home.<br>2.5% - unrelated persons living together.<br>20.6% - single person households (almost 1/3 are women over 65).<br>5.3% - female or male head of household and relative other than spouse or children.<br>Note: Use later figures as available. | | |
| Read "The Changing American Family" and perform activities in the Teacher's Edition of Current Lifestudies. | "The Changing American Family." Current Lifestudies. Vol. 1, No. 1, Sept. 1977. | |

**Area:** FAMILY RELATIONS **Concept:** THE FAMILY

**Essential Competency:** 2.0 The learner will comprehend the past and present interrelationships of the family and society, including roles and functions.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Review what you recall about *role* and *function* from Introduction Unit. Obtain definitions from the dictionary. Discuss these definitions in relation to roles and family functions class members can identify in their own families. | | 2.1 The learner will complete a chart contrasting the roles and functions of the family and society in the past and present. |
| Read about family roles, contrasting past and present family roles. Illustrate with magazine or family album photographs. | Landis. *Your Marriage and Family Living*, pp. 247-258.<br>Riker & Riker. *Me: Understanding Myself And Others*. Bennett, 1977, pp. 71-78. | |
| Read and list the functions of a family in one or more of the books listed. Complete page 105, *Person to Person Student Guide*. | Landis. *Your Marriage and Family Living*, pp. 379-386.<br>Sasse. *Person to Person*, pp. 212-219.<br>Sasse. *Person to Person Student Guide*, p. 105. | |
| List the functions society now performs that were previously assumed by the family. Discuss what would happen if these services were removed. How would families benefit? Suffer? | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Invite guest speakers from the community to talk about traditional roles and functions of family members. (example: elderly members of the community. | | |
| Discuss each family shown on the visual, Which Is the Real Family? in relation to family functions (see 1.2). | | |
| View the filmstrip series, THE FUTURE OF THE FAMILY, or role play functions of the family and roles of its members in the year 2001. | Filmstrip series: THE FUTURE OF THE FAMILY. Guidance Associates. | |
| Discuss with class members the roles and functions of families past, present, and future. | | |

Area: FAMILY RELATIONS

Concept: HUMAN DEVELOPMENT

Essential Competency: 3.0 The learner will analyze readiness for serious commitments.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Obtain a definition of commitment from the dictionary. Discuss this definition in relation to the commitments of class members. | | 3.1 The learner will explain and give examples of serious commitments. |
| Answer questions (Supplement 3.1) about Commitments. Discuss your questions and answers with the class. | Supplement 3.1 Commitments (worksheet). | |
| Develop a list of commitments you currently have. Develop a list of commitments you expect to have 10 years from now. Classify these commitments (present and future) as serious or not serious. Discuss your answers with classmates. | | |
| Ask a community resource person to share how his or her commitments changed over a 10-year period. | | |
| Have a buzz session to compile a list of commitments that certain adults would need. (ex: doctor, lawyer, police officer, teacher) | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read "Making Personal Commitments" in *Personal Perspectives*. Discuss the case study on page 397 in relation to personal commitments of Rod and Diana. Do you agree with the paragraph on "Choice and Personal Commitment" on page 400? | "Paolucci et al. *Personal Perspectives*, pp. 386-401. | 3.2 The learner will analyze his/her readiness for serious commitments. |
| Develop a list of commitments facing students upon graduation. On a scale of 1 to 10, rate your own readiness for each commitment (with 10 being the highest degree of commitment). | | |
| Complete Supplement 3.2 *Cope or Cop Out*. What is the relationship between assuming responsibility for one's actions and serious commitments? | Supplement 3.2. *Cope or Cop Out* (worksheet). | |
| Ask a lawyer or minister to discuss problems related to assuming adult roles without readiness for serious commitment. | | |
| View one or more filmstrips: *Young Adulthood* from THE LIFE CYCLE or two from BECOMING RESPONSIBLE. | Filmstrip: *Young Adulthood*. THE LIFE CYCLE. Merit A-V.<br>Filmstrip series: BECOMING RESPONSIBLE. Human Relations Media. | |
| Complete Supplement 3.2 *Readiness for Commitment*. What commitments do you now think you are ready to assume? | Supplement 3.2. *Readiness for Commitment* (checklist). | |

**Area:** FAMILY RELATIONS

**Concept:** HUMAN DEVELOPMENT

**Essential Competency:** 4.0 The learner will analyze stages of development in relation to family functions.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Report to the class on a particular stage of development. The stages of development of an individual can be found in Personal Perspectives.<br>Post illustrations from magazines to show stages of development as reports are given. | Paolucci et al. Personal Perspectives, pp. 23-27. | 4.1 The learner will identify and describe stages of development of an individual. |
| Review family functions and then have a panel discussion on the relationship between an individual's stage of development and specific family functions. What changes occur over time in the role one assumes in relation to these functions?<br>Discuss how important each function is for different family members at each stage of development. What are the consequences if functions are not fulfilled? | Landis. Your Marriage and Family Living, pp. 379-386.<br>Sasse. Person to Person, pp. 212-219. | 4.2 Given a case study describing a stage of development, the learner will analyze family functions in relation to that stage. |

Area: FAMILY RELATIONS Concept: HUMAN DEVELOPMENT

Essential Competency: 5.0 The learner will consider his/her sexuality in relation to responsibility.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Complete the activity Masculine/Feminine Traits (Supplement 5.1). Tabulate results and discuss teacher's explanation.<br>View the filmstrips Who Are You? and Traditions in Question and answer questions in the guide.<br>Watch the filmstrip Expanded Roles in a World of Change. Divide into groups to discuss how society shapes attitudes toward masculinity and femininity. | Supplement 5.1. Masculine/Feminine Traits (survey and discussion guide).<br>Filmstrips: Who Are You? Part I, AMERICAN WOMAN: NEW OPPORTUNITIES and Traditions in Question, Part I, AMERICAN MAN: TRADITION AND CHANGE. Butterick, 1976.<br>Filmstrip: Expanded Roles in a World of Change. Project MOVE, Cornell Univ., 1979. | 5.1 Having assessed his/her own attitudes toward masculinity/femininity, the learner will list factors that have influenced these attitudes. |
| Take the self-test on myths about masculinity and femininity (Supplement 5.2). Compare answers in class to the teacher's key.<br>View filmstrips, Who Can You Be? and Living With Change and answer the questions provided in the guides. | Supplement 5.2. Knowledge Quiz (self-test).<br>Filmstrips: Who Can You Be?, Part II, AMERICAN WOMAN: NEW OPPORTUNITIES and Living With Change, AMERICAN MAN: TRADITION AND CHANGE. Butterick, 1976. | 5.2 Given a list of commonly held ideas concerning masculinity and femininity, the learner will analyze the ideas in relation to present and future situations. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Listen to A Story read by teacher and give immediate reactions to questions.<br>Read about other views on masculinity and femininity and discuss the various theories.<br>Discuss vaiations in sexual behavior in relation to views on masculinity and femininity. | Supplement 5.2. A Story.<br>Current Lifestudies. Vol. 1, No. 5, Jan. 1978, pp 3-12.<br>Also see Teacher's Edition for additional ideas.<br>Human Sexuality Supplement to Current Lifestudies. Vol. 5, No. 7, March 1979.<br>Human Sexuality Supplement to Current Lifestudies. Vol. 4, No. 8, April 1978. | |
| Break into groups and write or find stories that relate to femininity or masculinity. Exchange with another group to supply an ending to the stories.<br>Example of type of story: At the end of her first year in law school, Jane finds herself at the top of her class.<br>Defend the ending you gave to the story you finished. | | 5.3 Given unfinished stories about persons in situations related to sexuality, the learner will complete each story and justify the conclusion. |

**Area:** FAMILY RELATIONS **Concept:** COMMUNICATION

**Essential Competency:** 6.0 The learner will increase ability to communicate.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Play the game "Gossip" to discover the loss of meaning that takes place in repeating an oral message. | | 6.1 The learner will identify skills involved in increasing communication ability. |
| Read "People Will Talk" and identify unspoken messages. | "People Will Talk." Current Lifestudies. Vol. 1, No. 7, March 1978, pp. 12-15. | |
| Play "Communication Game." Discuss questions given at the end of the game. | "Communication Game." Tips & Topics. Vol. 15, No. 2, Dec. 1974, p. 6. | |
| Play game Dynamics of Communication and discuss the outcome. | Game: Dynamics of Communication. DECISIONS-DECISIONS, J. C. Penny, 1976. | |
| Read pages 136-148 in Person to Person. Take the quiz on page 149 and complete exercises in Person to Person Student Guide, pages 73-76. | Sasse. Person to Person, pp. 136-149.<br>Sasse, Person to Person Student Guide, pp. 73-76. | |
| Play the game Communication and analyze the outcome (Supplement 6.2). | Supplement 6.2 Communication (game). | 6.2 The learner will demonstrate the use of communication skills in a given situation. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read pages 150-164 in Person to Person and role play situations on pages 79-80 in Person to Person Student Guide. | Sasse. Persons to Person, pp. 150-164.<br>Sasse. Person to Person Student Guide, pp. 79-80 | |
| Read or role play "Quarreling" and take the quiz to see if you can classify arguments as productive or destructive. | "Quarreling." Tips & Topics. Vol. 15, No. 2, Dec. 1974, p. 5. | |
| Read "Assertiveness" from Current Lifestudies and perform activities from Teacher's Edition. | "Assertiveness." Current Lifestudies. Vol. 2, No. 1, Sept. 1978, pp. 14 and 15, Also p. 2 of Teacher's Edition. | |
| Read "Why We Gossip" from Current Lifestudies. Recall the last time you passed on gossip and identify the reason. | "Why We Gossip." Current Lifestudies. Vol 2, No. 1, Sept. 1978, pp. 24-27. | |
| Complete Activity 6, Person to Person Student Guide to assess your communication skills. | Sasse. Person to Person Student Guide, pp. 81-82. | |

**Area:** FAMILY RELATIONS **Concept:** MATE SELECTION

**Essential Competency:** 7.0 The learner will analyze mate selection.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Complete Activity 4, "Forming Your Own Family," from Person to Person Student Guide. Discuss your responses on page 120. | Sasse. Person to Person Student Guide, pp. 119-120. | 7.1 Having rated the qualities of a mate, the learner will rank these qualities in order of importance and justify the ranking. |
| Play The Mating Game and discuss the different qualities of a mate. | Supplement 7.1. The Mating Game (game). | |
| View the filmstrip Marriage and discuss how one gets to know another person. | Filmstrip: Marriage. THE LIFE CYCLE. Merit A-V. | |
| Develop an opinion poll and administer it to at least 25 students to determine the qualities considered important to marriage by the majority of students. Administer the same survey to at least 25 married adults. Compare results of the two surveys. | | |
| Review your answers to the questionnaire you completed from Person to Person Student Guide (pp. 119-120). Change your responses if you have changed your mind. Then divide into groups and defend your ratings to classmates. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss the meaning of the bulletin board, Mate Selection (Supplement 7.2). Debate the following issues:<br>Love at first sight<br>One right person<br>Invite persons from other countries (or who have lived in other countries) to discuss marriage customs.<br>View the filmstrip series, MATE SELECTION: MAKING THE BEST CHOICE. Compare how different people go about selecting a mate. | Supplement 7.2. Mate Selection (bulletin board).<br>Filmstrip Series: MATE SELECTION: MAKING THE BEST CHOICE. Sunburst, 1976. | 7.2 The learner will compare processes used for mate selection. |
| Have a panel of two persons of a long-lasting marriage and two of a short-lived relationship to discuss "Factors Important to a Lasting Marriage."<br>or<br>Interview married adults and divorced persons to determine their opinions of what is important to a lasting relationship.<br>or<br>Invite a guest such as a minister, | | 7.3 Given a case study, the learner will analyze how the process of mate selection contributes to the satisfaction of the lifestyle. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| psychologist or counselor to speak on "Mate Selection Processes and Marriage Stability." | | |
| Read "Changing Life Styles" in Person to Person. Complete pages 129 and 130 in Person to Person Student Guide. | Sasse. Person to Person, pp. 258-285.<br>Sasse. Person to Person Student Guide, pp. 129-130. | |
| Role play situations in which partners do not desire or are not accustomed to similar lifestyles. Consult Your Marriage and Family Living and other references for ideas. | Landis. Your Marriage and Family Living, pp. 162-182. | |
| Do Activity 5, "Forming Your Own Family," Person to Person Student Guide. Compare your answer with those of classmates. | Sasse. Person to Person Student Guide, pp. 121-122. | |
| Discuss how the way a mate is chosen influences satisfaction of each partner with their lifestyle. | | |

**Area:** FAMILY RELATIONS **Concept:** STRESS-CRISIS

**Essential Competency:** 8.0 The learner will identify ways people respond to stress and crisis.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View bulletin board, If I'm Late Start the Crisis Without Me (Supplement 8.1). | Supplement 8.1 If I'm Late Start the Crisis Without Me. (bulletin board) | 8.1 The learner will identify personal and family crises. |
| Read "What is a Crisis?" and answer the following questions:<br>A. What is a crisis?<br>B. How does a crisis affect roles of family members?<br>C. How do crisis situations vary? (Example - duration, sources etc.) | "What is a Crisis?" Tips & Topics. Vol. 7, No. 3, Feb. 1972. | |
| Read "What is Family Crisis?" Make a chart of the definitions given. Place a star beside the one you like best. | "What is a Family Crisis?" Tips & Topics. Vol 7, No. 3, Feb. 1972. | |
| Share with the class a recent newspaper or magazine article that describes a person or family in a crisis situation. | | |
| Place pictures representing different crises on the bulletin board as you discuss each. Find background on the crises from various references. | A variety of materials may be used. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the filmstrips Separation and Divorce and Death. Discuss these as personal and family crises. | Filmstrip Series: Separation and Divorce and Death. THE LIFE CYCLE. Merit A-V. | |
| Read "Family Crisis" in Person to Person. How do crises you have already discussed fit into Sasse's categories? | Sasse. Person to Person, pp. 230-232 | |
| After consulting the dictionary for the difference between stress and crisis, write a paragraph that contrasts the terms and cites examples. | | 8.2 The learner will explain the relationship between stress and crisis. |
| Take the test, "How's Your Stress Score?" | "How's Your Stress Score?" Teacher's Edition, Current Lifestudies. Vol. 1, No. 5, Jan. 1978, p. 4. | |
| Use books and pamphlets from the public library for a reading assignment to identify ways that people respond to stress. (Example: Withdrawal, depression, aggression, etc.) | Example: Current Lifestudies. Vol. 1, No. 5, Jan. 1978, pp. 14-15.<br>About Stress, Channing L. Bete, 1975 (scriptographic booklet). | |
| Report to the group what you found about the relationship between stress and crisis. | | |
| View the filmstrip series, DEALING WITH STRESS. | Filmstrip Series: DEALING WITH STRESS. Human Relations Media. | |
| Have a guest speaker (perhaps from Cooperative Extension or Mental Health) discuss ways to relieve stress. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Tape an interview with another person about a crisis situation or ask a resource person to share with the class some personal or family crisis and his/her response. | | 8.3 Given a case study, the learner will analyze the response to a crisis situation. |
| Identify how the person responded to the crisis and list alternate ways that a person may have responded. | | |
| Use newspapers or TV newscasts to identify ways that people respond to crisis. | | |
| View the filmstrip series FAMILIES IN CRISIS. Discuss questions in the guide. | Filmstrip Series: FAMILIES IN CRISIS. Coronet. | |
| Read "Facing and Meeting Crises" in Person to Person. Do the activities on page 235. | Sasse. Person to Person, pp. 232-235. | |
| Complete Activity 5, "Living in Families," Person to Person Student Guide. Decide how you could best respond to each crisis you marked. | Sasse. Person to Person Student Guide, pp. 111-112. | |
| Read "Family Breakdown" in Person to Person. Answer questions on page 312. Do one or more activities from Person to Person Student Guide, pages 131-140. | Sasse. Person to Person, pp. 286-312.<br>Sasse. Person to Person Student Guide, pp. 131-140 | |
| Make a list of behaviors that are exhibited by persons undergoing a crisis. Evaluate the effectiveness of each response. | | |

Area: FAMILY RELATIONS Concept: STRESS-CRISIS

Essential Competency: 9.0 The learner will identify mutual support systems in families during stress and crisis.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss ways that persons offer support to family members who have been identified as being in a stressful situation. (Example listening, being there, little favors, frequent communication, sharing the extra work) | | 9.1 Given a case study of a crisis involving a family, the learner will point out ways that each family member may act in a supportive way. |
| Read Supplement 9.1, Coping With Crisis. List several examples of each of the three types of crises mentioned. Brainstorm for ways other people can provide support or ways you could help them. | Supplement 9.1. Coping With Crisis (article). | |
| Discuss the value of developing a mutual support system within a family before the crisis occurs. | | |
| Role play situations contrasting mutual support systems with those in which a person only wants to receive support or give support. | Supplement 9.1 Two-way Street (situations). | |
| Identify several crises that you might face. Then decide where you would go for help if you didn't have a family. How would you help someone else without a family in similar situations? How do community agencies help? | | |

## SUPPLEMENTS - FAMILY RELATIONS

NO./TITLE PAGE

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## FAMILIES USA

Pretest: Complete the following sentences by filling in the correct word in each blank.

1. A family headed by one adult is called a single __________________ family.

2. A self-sufficient family consisting of mother, father, and one or more children living in the same household is the ______________________family.

3. A greater percentage of people are choosing to remain ___________________.

4. The major reasons for single-parent families are ______________________and divorce.

5. Many couples may choose not to have _____________________________________.

6. A (an) _______________________ family is one with three generations living together in the same household.

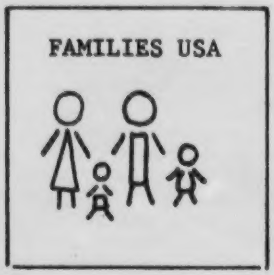
7. People who marry, divorce, and remarry are engaged in ____________________ monogamy.

8. Groups of non-related people living together are called _________________.

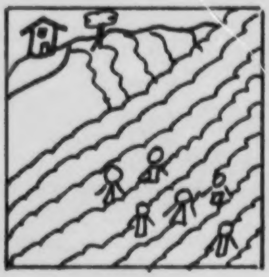
9. Two people, each with children, who marry create a (an) ___________________ or reconstituted family.

## FAMILIES USA

1.


FAMILIES USA

2.



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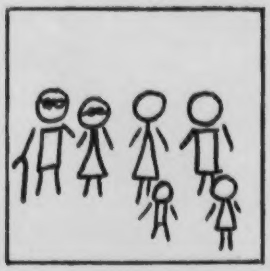

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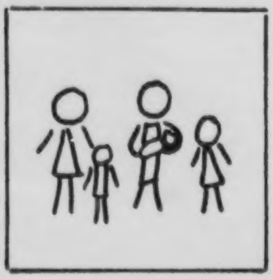

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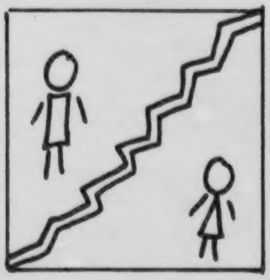

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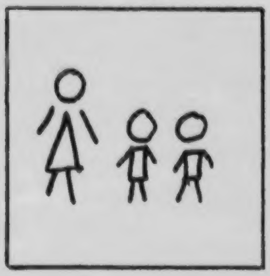

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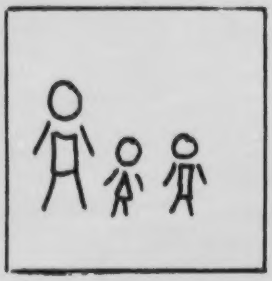

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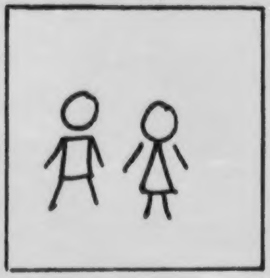

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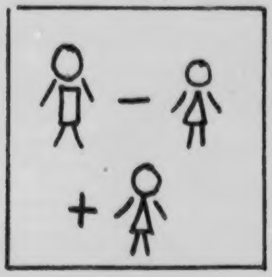

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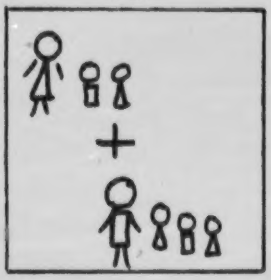

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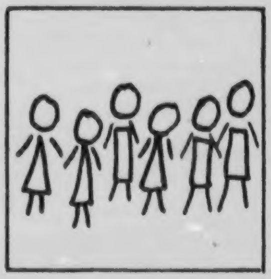

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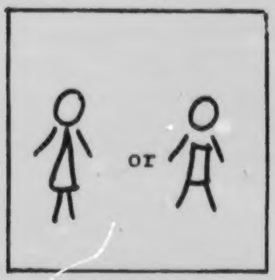

## SCRIPT--FAMILIES USA

1. Let's look at families in the USA. Here as elsewhere, the family is the basic unit of society. Just what makes up a family is a question often debated. In a broad sense, the family is a group of people living together who share resources and care for each other. We also consider the family to be based on blood relationships (parent/child, brother/sister, etc.) or marital contracts (husband/wife). Families are not all the same in the US, and they differ even more in other cultures. Some ways they differ are in number of members; living arrangements; number of mates; how mates are selected; and rights, roles, and responsibilities of family members.

2. When the US was formed in 1776, 95 percent of the people lived on farms. A family in those days was a more nearly self-sufficient unit than it is now, growing their own food, making their own clothing, and providing their own entertainment. A large family was an asset in getting things done since there was little mechanization, and in sharing responsibilities. Having many children was considered a good thing and other kinfolk were welcomed into the household.

3. Some households were made up of three generations--an extended family. The three-generation family may have been less common than we suppose, however, because the lifespan was so much shorter. Nevertheless, when grandparents were still living, there were mutual advantages for all to live together. Aunts, uncles, and cousins were often part of the household. This arrangement helped greatly in caring for children.

4. Things began changing in about the middle of the 1800's as industry developed. Many young people left the farms for city life. Cities became crowded and suburbs sprang up to take care of the growing population following World War II. Many houses in the suburbs were small, hence the nuclear family made up of parents and children became the thing.

5. The divorce rate today is at an all time high, with 40 percent of all marriages ending in divorce. It is predicted that half of the children born in 1977 will spend part of their childhood in a home with only one parent.

6. A family unit headed by only one adult is called a single-parent family. This parent is most likely to be female--divorced, widowed, or deserted. She may have never married, or have adopted a child.

7. A single-parent family may also be headed by a male. He may be divorced, his wife may have deserted him, or she may be deceased. Men as well as women now adopt children.

8. Many couples choose not to have children. This type of household forms another kind of American family. In the past, not having children was seldom a choice as it is today.

9. Monogamy is the legal system in the US. This means having only one mate. Here women have only one husband and men have only one wife--at least at any one time. Because so many people marry, divorce, and remarry, we describe the pattern as serial monogamy.

10. Apparently people who divorce still have faith in marriage. Nearly half of the people who divorce marry again. When they have children, the new family created is called a blended or reconstituted family, perhaps with his, her, and their children.

11. Communes are considered by some to be a type of family--a group of unrelated adults living as a unit. The group usually shares responsibility for caring for children. The number of people living in communes grew rapidly in the 1960's, but there have been numerous experiments in group living throughout history. Communes in the past have gradually (or sometimes suddenly) dissolved, as do many today.

12. Many people prefer to remain single or live alone. The largest percentage of these are under 35 or are older people who prefer independence to living with grown children. Whether or not they are living with relatives, most people living alone still have ties with kinfolk. The telephone, mail service, and easier modes of travel make contact with relatives living elsewhere easier than it was in the past.

13. Families USA. There are many different kinds.

Word Jumble: Unscramble the letters in each of the following word jumbles. Each word or words describes a type of family or something that has an effect on family life.

1. T E E E D D N X
◯☐☐☐☐☐☐☐

2. C L N R E A U
☐☐☐☐☐☐◯

3. C M M O N E S U
☐☐☐☐☐☐◯☐

4. I O E V C R D D
☐☐☐◯☐◯☐☐

5. L S I A R E M M N O O A Y G
☐☐☐☐☐☐☐☐◯☐☐☐☐☐

6. R D L I H C E N
☐◯☐☐☐☐☐☐

7. I N S G E L
◯☐◯☐☐☐

8. H D T E A
☐☐☐◯☐

9. R O N E E U C T T I S T D
☐☐☐☐☐◯☐☐☐☐◯☐☐

Rearrange the circled letters to form a word that describes Family Life.

10. ☐☐☐☐☐☐☐☐☐☐☐☐

Pretest Key:

1. Parent
2. Nuclear
3. Single
4. Death
5. Children
6. Extended
7. Serial
8. Commune
9. Blended

Word Jumble Key:

1. Extended
2. Nuclear
3. Communes
4. Divorced
5. Serial Monogamy
6. Children
7. Single
8. Death
9. Reconstituted
10. Togetherness

Supplement 3.1
FAMILY RELATIONS
(worksheet)

## COMMITMENTS

Listed below is a list of commitments. Indicate by a check in the appropriate column those which you consider to be serious and those you consider not serious.

| | Serious | Not Serious |
|---|---|---|
| 1. To get married | | |
| 2. To buy an outfit for the prom | | |
| 3. To go fishing Friday | | |
| 4. To go to college | | |
| 5. To have a child | | |
| 6. To rent a bike | | |
| 7. To become a priest or nun | | |
| 8. To eat a sundae supreme | | |
| 9. To buy a car | | |
| 10. To have an abortion | | |
| 11. To break a date | | |
| 12. To drop out of school | | |
| 13. To babysit for Mom and Dad | | |
| 14. To be late for work | | |
| 15. To skip lunch | | |
| 16. To buy a house | | |
| 17. To redecorate my room | | |
| 18. To go steady | | |
| 19. To quit my job | | |
| 20. To get my hair cut | | |

Supplement 3.2
FAMILY RELATIONS
(worksheet)

## COPE OR COP OUT

Answer the following questions about yourself by checking the appropriate response.

| Am I ready to assume responsibility to: | Would I Cope?<br>Yes | <br>No |
|---|---|---|
| 1. Have a checking account? | ______ | ______ |
| 2. Control my temper? | ______ | ______ |
| 3. Say "no" when my friends say "yes"? | ______ | ______ |
| 4. Handle being drunk this weekend? | ______ | ______ |
| 5. Have a steady job? | ______ | ______ |
| 6. Be a parent? | ______ | ______ |
| 7. Live with another person? | ______ | ______ |
| 8. Move to another town? | ______ | ______ |
| 9. Accept friends from different cultures? | ______ | ______ |
| 10. Keep my room clean every day? | ______ | ______ |
| 11. Do my own laundry? | ______ | ______ |
| 12. Cook for myself? | ______ | ______ |
| 13. Have premarital sex? | ______ | ______ |
| 14. Do my work on time? | ______ | ______ |
| 15. Take care of my pet? | ______ | ______ |
| 16. Budget my money? | ______ | ______ |
| 17. Accept the decisions I make concerning drugs? | ______ | ______ |
| 18. Get married? | ______ | ______ |

Supplement 3.2
FAMILY RELATIONS
(checklist)

## READINESS FOR COMMITMENT

| Check each question as it applies to you. | Yes | No | Maybe |
|---|---|---|---|
| 1. I am able to now earn enough money for me to live on. | ____ | ____ | ____ |
| 2. I am now able to earn enough money to support a family. | ____ | ____ | ____ |
| 3. I am now able to take care of the physical needs of a baby or young child. | ____ | ____ | ____ |
| 4. I am now able to meet the social and emotional needs of a baby or young child. | ____ | ____ | ____ |
| 5. I am now able to manage my own money without going in debt. | ____ | ____ | ____ |
| 6. I am now able to manage money for the family. | ____ | ____ | ____ |
| 7. I am now able to keep a household operating. | ____ | ____ | ____ |
| 8. I can prepare my own meals and those for other people. | ____ | ____ | ____ |
| 9. I can take care of my own clothes. | ____ | ____ | ____ |
| 10. I can make decisions on my own. | ____ | ____ | ____ |
| 11. I assume responsibility for my own decisions. | ____ | ____ | ____ |
| 12. I can get along with other people. | ____ | ____ | ____ |
| 13. I can get along without having other people around all the time. | ____ | ____ | ____ |
| 14. I can go my own way if I don't agree that my friends are doing the right thing. | ____ | ____ | ____ |
| 15. I would be able to settle down with one person after the honeymoon is over. | ____ | ____ | ____ |

Scoring: Give yourself 3 points for each yes. 2 points for each maybe, 1 point for each no.

What serious commitments do you feel that you are ready to make? When do you believe you might be ready for other serious commitments?

Supplement 5.1
FAMILY RELATIONS
(survey and discussion guide)

## MASCULINE/FEMININE TRAITS

Place a M before adjectives that you consider mainly masculine traits, F before those that are primarily feminine traits, and B before characteristics you consider to apply to both males and females.

______ Active
______ Adventurous
______ Aggressive
______ Ambitious
______ Blunt
______ Calm
______ Cautious
______ Conscientious
______ Cooperative
______ Creative
______ Curious
______ Dependable
______ Dependent
______ Direct
______ Domineering
______ Efficient
______ Emotional
______ Empathetic
______ Enterprising
______ Fearful
______ Frank
______ Independent
______ Intuitive
______ Inventive
______ Leader
______ Logical
______ Loud
______ Mannerly
______ Neat
______ Nervous
______ Poised
______ Sensitive
______ Strong
______ Submissive
______ Tender
______ Trusting

To tabulate results for the class, raise one hand if you marked M, both hands if you marked F, clasp hands over head if you marked B as each characteristic is read.

Discussion Guide:

1. What characteristics were most commonly marked as masculine? As feminine? As both?

2. What pattern do you see in the group's responses?

> In our culture we frequently view characteristics of males in one way and those of females in another. Some characteristics may be seen as typical of both sexes, although sometimes the same trait is described in one way for females but in other terms for males. For example, talkative men are often said to be articulate, but talkative women are described as gabby. Or we may describe a thoughtful female as being considerate but a thoughtful male as over-sensitive.
>
> Various theories have been developed to explain how characteristics have come to be associated with one sex more than with the other--and how people of one sex tend to develop certain characteristics. Although you are born male or female in a physical sense, many of the characteristics on the list you marked have been learned.
>
> Now, look at your list again. Ignore how you first marked it and circle all the adjectives that describe the ideal person, regardless of sex.

3. What characteristics circled as ideal did the class assign to both males and females?

4. What ideal characteristics did you circle that the class said were primarily feminine? Masculine?

> If you circled more masculine characteristics as ideal, you follow the usual trend. Studies show that both males and females tend to value male characteristics more highly than they do female characteristics. Even psychologists and social workers in one study several years ago identified characteristics of healthy males as being about the same as characteristics of healthy adults in general. They saw the traits of healthy females as being quite different from those of the healthy adult, however. The list of characteristics this group responded to was similiar to the list you have been working with.

5. How can you explain the results of the survey among psychologists?

6. Do responses to the survey in this class show similar results? Why or why not?

Supplement 5.2
FAMILY RELATIONS
(self-test)

## KNOWLEDGE QUIZ

Instructions: The following are either true or false statements about work, families and sex sterotyping. Please circle the T for each you believe is true and F if you believe the statement is false.

T F 1. A majority of women work because of economic need.

T F 2. Women have a much higher absentee rate from their jobs than men.

T F 3. Males tend to have more difficulty than females in expanding their role beyond traditional expectations.

T F 4. The majority of families are supported solely by the father's income.

T F 5. The average woman worker is slightly less educated than the average man worker.

T F 6. More young men than young women believe the woman's place is in the home.

T F 7. Today more than half of all women between 18 and 64 years of age are in the labor force.

T F 8. The single woman is usually employed for 40 or less years.

T F 9. The average age at which young people marry today has not changed considerably in the past 15 years.

T F 10. A majority of women who leave work to have children return to work.

T F 11. Women change jobs more often than men.

T F 12. From 1970 to 1976, there was a 33 per cent increase in households maintained only by women.

T F 13. Most unemployed men do not have the education or the skills to qualify for many of the jobs held by women.

T F 14. The average number of people per household today is four people.

T F 15. Employed women are offered fewer positions of responsibility than employed men.

T F 16. When wives work outside the home, their husbands spend significantly more time on household chores.

T F 17. The employment of mothers leads to juvenile delinquency among their young children.

T F 18. In 1976, one out of every five children under eighteen years of age lived in one-parent families.

T F 19. Most men who have worked for women supervisors do not complain about working for a woman.

T F 20. The average woman worker earns less than three-fifths of what the average man worker does, even when each works full time.

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SOURCE: C. J. Farris. Expanding Adolescent Role Expectations, 1978.

## Answers to Knowledge Quiz

1. T A majority of women work because of economic need.

Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3000 a year. Another 4.7 million had husbands with incomes between $3000 and $7000. The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7386 in autumn 1972. (U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974).

2. F Women have a much higher absentee rate from their jobs.

A Public Health Service study of worktime lost by persons 17 years of age and over because of illness or injury shows an average of 5.6 days lost by women and 5.3 days lost by men during the calendar year in 1967. Significant differences were noted between men and women in the amount of time lost because of acute or chronic illness. Women lost an average of 3.7 workdays because of acute illness, whereas men averaged just 3.3 days away from work for this reason. On the other hand, men were more likely than women to be absent because of chronic conditions such as heart trouble, arthritis, rheumatism and orthopedic impairment. (U.S. Dept. of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969).

3. T Males tend to have more difficulty in expanding their roles beyond traditional ones than females do.

Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways. There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype. It appears to be more difficult for males than females to unlearn stereotyped behaviors. (Mussen, P.H. "Long-term Consequences of Masculinity on Interests in Adolescents." Journal of Consulting Psychology. 1962).

4. F The majority of families are supported solely by the father's income.

In a survey conducted in 1972, the husband was the only wage earner in less than 3 out of 8 husband-wife families. In 495 of husband-wife families, both husband and wife were wage earners. Only 36% were supported solely by the husband's income. (U.S. Dept. of Commerce, Bureau of the Census, 1975).

5. F The average woman worker is slightly less educated than the average man worker.

Between men and women workers, the gap in average (mean) years of schooling completed has been narrowing and has almost disappeared. By 1973 the corresponding means were 12.1 among women workers and 12.0 among men workers. A smaller proportion of women workers than of men were in the lowest educational groups. (U.S. Dept. of Labor, Bureau of Labor Statistics, 1975).

6. T More young men than young women believe the woman's place is in the home.

Survey research indicates that more adolescent males than adolescent females believe homemaking and child rearing are the responsibilities of women and that "a woman's place is in the home." (Entwisle, D. R. and Greenburger, E. "A Survey of Cognitive Styles in Maryland Ninth Graders: IV Views of Women's Roles," Psychological Abstracts, 1971, and Youth, 1976, N.Y., Educational Services, American Council of Life Insurance, 1976).

7. T Today more than half of all women between 18 and 64 years of age are in the labor force.

54% of all women 18-64 years of age are in the labor force. Statistics also indicate that more than 60% of all women between the ages of 20 and 24 are participating in the labor force. Up to the age of 55 at least 50% of all women are participating in the work force. The trend is for younger women to join the labor force at an earlier age. (U.S. Dept. of Labor, Bureau of Labor Statistics, 1974).

8. F The single woman is usually employed for 40 years or less.

The expected work life of a woman is closely related to her marital status and the number of children whe has. In the large group of women who enter the labor force by age 20, the relatively small number who never marry have a worklife expectancy of 45 years. This is about 10 years longer than for those women in the group who marry but have no children and about 2 to 3 years longer than for those who become widowed or divorced. (U.S. Dept. of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969).

9. F The average age at which young people marry today has not changed significantly in the past 15 years.

The median age at which young people marry is changing, particularly amoung young women. By 1976, 72% of 19-year-old girls were single as compared to 60% in 1960. Among 20 to 24 year olds of both sexes, more than 62% of the males and 42% of the females were single in 1976, compared to 53% of males and 28% of females in 1960. (U. S. Bureau of the Census, "Marital Status and Living Arrangements: 1976," Series P-20, No. 306, Washington, D.C.: Government Printing Office).

10. T A majority of women who leave work to have children return to work.

In 1974, 54% of 15.8 million mothers of children 6 to 17 were in the work force. This figure would have been higher if included were mothers who return to the labor force after their children had grown up or passed the age of 18. (U.S. Dept. of Labor, Bureau of Labor Statistics, 1975).

11. F Women change jobs more often than men.

The worklife pattern of women - with many working for a few years after school, leaving the labor force for marriage, and particularly childbearing, and returning to the labor force after their children are grown or reach school age - would tend to increase their labor force turnover. Some studies have indicated that turnover rates for women are higher than those for men. However, it can be argued that comparison of the overall difference in women's and men's rates of labor force turnover fails to take account of the influence of skill level of the job and length of service with employer, and the level of pay for the job or occupation. Comparisons of the absenteeism and labor turnover rates of women and men need to be related to those of women and men in comparable jobs and circumstances if they are to be meaningful. (U.S. Dept. of Labor, Bureau of Labor Statistics, 1968).

12. T From 1970 to 1976, there was a 33% increase in households maintained only by women.

There was a 33% increase in households maintained only be women, from 1970 to 1976. (U.S. Bureau of the Census, "Households and Families by Type: 1976," Series P-20, No. 296, Washington, D.C.: Government Printing Office).

13. T Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

If all the married women, which does not include single working women, stayed home and unemployed men were placed in their jobs, there would still be 17.3 million unfilled jobs. However, most unemployed men do not have the education or the skills to quality for many of the skilled jobs held by working women, such as secretaries, teachers, nurses and clerical workers. (U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974).

14. F The average number of people per household today is 4 people.

In 1960, the average household had 3.3 people, and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. (U.S. Bureau of the

Census, "Households and Families by Type: 1976," Series P-20, No. 296, Washington, D.C., Government Printing Office).

15. T Employed women are offered fewer positions of responsibility than employed men.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories. (U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1973).

16. F When wives work outside the home, their husbands spend significantly more time on household chores.

A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed. (Household work is defined broadly to include all home activities producing goods and services used by the family.) On the average, employed wives spend less time on household work than unemployed ones, but considerably more time than husbands. Both males and females continue in traditional roles though more females than males are assuming additional roles. (The General Mills American Family Report 1976-1977: Raising Children in a Changing Society. Minneapolis, Minn.: General Mills, Inc. 1977 and Walker, K.E. "Homemaking Still Takes Time." Journal of Home Economics, 1969, 61, 8).

17. F The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. (U.S. Dept of Labor, Employment Standards Administration, Women's Bureau, 1973).

18. T In 1976, one out of every five children under eighteen years of age lived in one-parent families.

In 1976, only 4 out of 5 (80%) of all children under 18 lived with two parents (at least one of whom was a natural parent) compared to 88% in 1960. The decline was greater among blacks, with less than half living with two parents in 1976. Of the 20% who did not live with two parents, most were living with their mothers. (U.S. Bureau of the Census, 1976 Statistical Abstract of the U.S., Washington, D. C.: Government Printing Office).

19. T Most men who have worked for women supervisors do not complain about working for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors. (U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974).

20. T The average woman worker earns less than three-fifths of what the average man worker does, even when each works full-time.

Women who worked full-time had median usual weekly earnings of $124 in May 1974. This was about 61% of the $204 reported for men. Between May 1967 and 1974, the median weekly earnings of women, in current dollars, increased by about 59% - from $78 to $124. However, when the effects of price changes are removed (the Consumer Price Index rose by about 46% between May 1967 and 1974), the rise in weekly earnings was relatively slow. For example, when measured in dollars of constant (1967) purchasing power, median weekly earnings of full-time women increased by about 11% (in constant dollars) during the same period. The gap between women's and men's earnings widened slightly between 1967 and 1974. In 1967 women's usual earnings were more than 62% of men's; in 1974 they were less than 61%. (U.S. Dept of Labor, Employment Standards Administration, Women's Bureau, 1975).

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SOURCE: C. J. Farris. Expanding Adolescent Role Expectations, 1978.

## A STORY

The following role-reversal story lends itself to an oral reading. After you have read it to the students, ask for immediate reactions. Some questions to guide discussion follow the story.

Once upon a time, in our very own time, there was a young man who stood upon the threshold of his life as an adult. His parents had loved and praised him, so that his heart lay open to love; his teachers had instructed him in the needs of society and the jobs of achievement, so that he expected much of himself; and his beloved had chosen him above all others, till death did them part, so that his daily life was full of happiness and pride. Strong in his youth, trusting his strength, he chose to enter a demanding and useful profession, one of the great tasks of the world, a task which would call forth his utmost abilities and ambitions.

His guidance counsellor said it was an interesting choice, of course, but since his type of person was especially good with children, and primary teachers were so in demand, and nurses also, and by the way how fast could he type? And his beloved said, how about not making any plans for next year. I have to see about my job first; then if it looks like we need the money you can always line up a job in Toronto. And his parents said to him, sharing of goals and working together are the important things in life, the sacrifices you make now will deepen the love you already share. And his old teachers said to him, how is your beloved's work coming? You must be very proud of such a promising beloved. And you want to work also, how fast can you type? And his father said to him, in private, I know you had high hopes for yourself, but don't worry, soon there will be children, you have to think of the important things first, children change your entire life, you learn to live for their sakes, not just yourself.

And the young man was doubtful whether this advice was in his best interests, but their love and their experience caused him to doubt himself, and besides the employers he talked to were sure that his type of person tended to quit and wasn't worth training, but he did have a delightful smile and how fast could he type? And his pastor who had studied psychology and sociology, with a minor in ethical systems, explained that there was nothing wrong in the young man's dilemma, just the natural insecurity felt when choosing a career. However, boys have a special aptitude for loving and serving others and finding fulfillment in that fashion, because after all, it is their natural instinct.

So in the end, being good hearted and wishing to think that their advice was good, the young man accepted a job in typing and tried to develop himself in his spare time after his work and the cooking (for which a person of this type has a natural aptitude) and washing the dishes (with which his beloved occasionally helped, as a favour, after a long and demanding day on the job). When his beloved got a promotion and a transfer to a new city, they went shopping together for a new garment for him and celebrated all evening with friends, and everyone said how charming he was in his new garment, and how proud he must be of his beloved, and how lucky he was to have such an important and loving beloved, and afterwards in private, his beloved was indeed very loving.

In Toronto he found another job quite easily, for he was used to being delightful and he could type well enough. After dinner and dishes he developed an interest in cooking (he had a way with spaghetti) and wondered if children would make a difference, or would a night course in drama make a difference, or a subscription to Time, or would a sex manual deepen the relationship he already shared with his beloved, or would a more youthful cut to his garments give him a new image and a new outlook on life this fall...

Judith McCombs
The Little Magazine - Spring/72

## GUIDE TO DISCUSSION OF ROLE REVERSAL STORY

1. Ask students what sounded strange about the story. Try to elicit from them that it is a role reversal story and that it would sound perfectly logical if the boy were a girl.

2. Reread the last sentence of the first paragraph and ask students which profession they thought the story was referring to.

3. Why do you think the guidance counsellor asked him how fast he could type?

4. Reread the last sentence in paragraph three. The pastor said that boys have a natural instinct for loving and serving others. Do you agree? Why or why not? Do you think that girls have a natural instinct for loving and serving others and being fulfilled in that way?

5. What do you think would happen to a boy if he were raised in exactly the same was as his sister? If students are dubious give some examples. (If boys were given the exact same toys as girls and were dressed in the same way; if boys were taught that their greatest fulfillment would come from getting married and raising a family.) How many of you think that if a boy were raised the same way as his sister he would grow up being feminine? Now, is masculine and feminine behavior something you're born with or is it something learned, depending on how you are treated? This will probably lead into a discussion of sex roles, the roots of sex roles, whether they are inherent or learned. Explore the topic further.

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SOURCE: British Columbia Teachers' Federation, 105-2235 Burrard St., Vancouver 180, B. C.

# COMMUNICATION

Take a large sheet of poster board and draw a big "Communication" as shown. The "C" will have 25 squares. Use 2 9x12 sheets each of yellow and light green construction paper. Cut each sheet into 8 equal pieces. You now have 16 yellow cards and 16 light green cards. On one side of each yellow card write the words skill card. On the other side of each yellow card write one of the following skills (use each skill twice):

Send a clear message.
Speak loudly enough to be heard.
Send nonverbal messages to support verbal message.
Listen carefully.
Respond to questions.
Get the person's attention before speaking.
Use nonverbal messages that distract from what you're saying.
Ask appropriate question(s) when given an unclear message.

On one side of each green card write the words situation card. On the other side of each green card write one of the following situations to be role played (use each situation once):

Two friends planning to go to a ball game. (send a clear message)

Father and son discussing chores to be done while father is out of town. (send a clear message)

Teacher giving assignment to class. (send a clear message)

Let's meet and have lunch together next week. (ask questions to clarify)

Someone called you today. (ask questions to clarify)

Mom, I'm running late. Will you fix me something to eat? (ask questons to clarify)

You are speaking to an elderly grandparent. (speak loudly enough)

You are talking to a friend in a disco. (speak loudly enough)

Mother is telling you what to get from the grocery store. (listen carefully)

A friend gives you directions to his/her house. (listen carefully)

Get someones attention using words.

Get someones attention using sounds.

Get someones attention using motions.

Tell a friend how you feel physically. (use nonverbal to support verbal)

Tell a friend how you feel emotionally. (use nonverbal to support verbal)

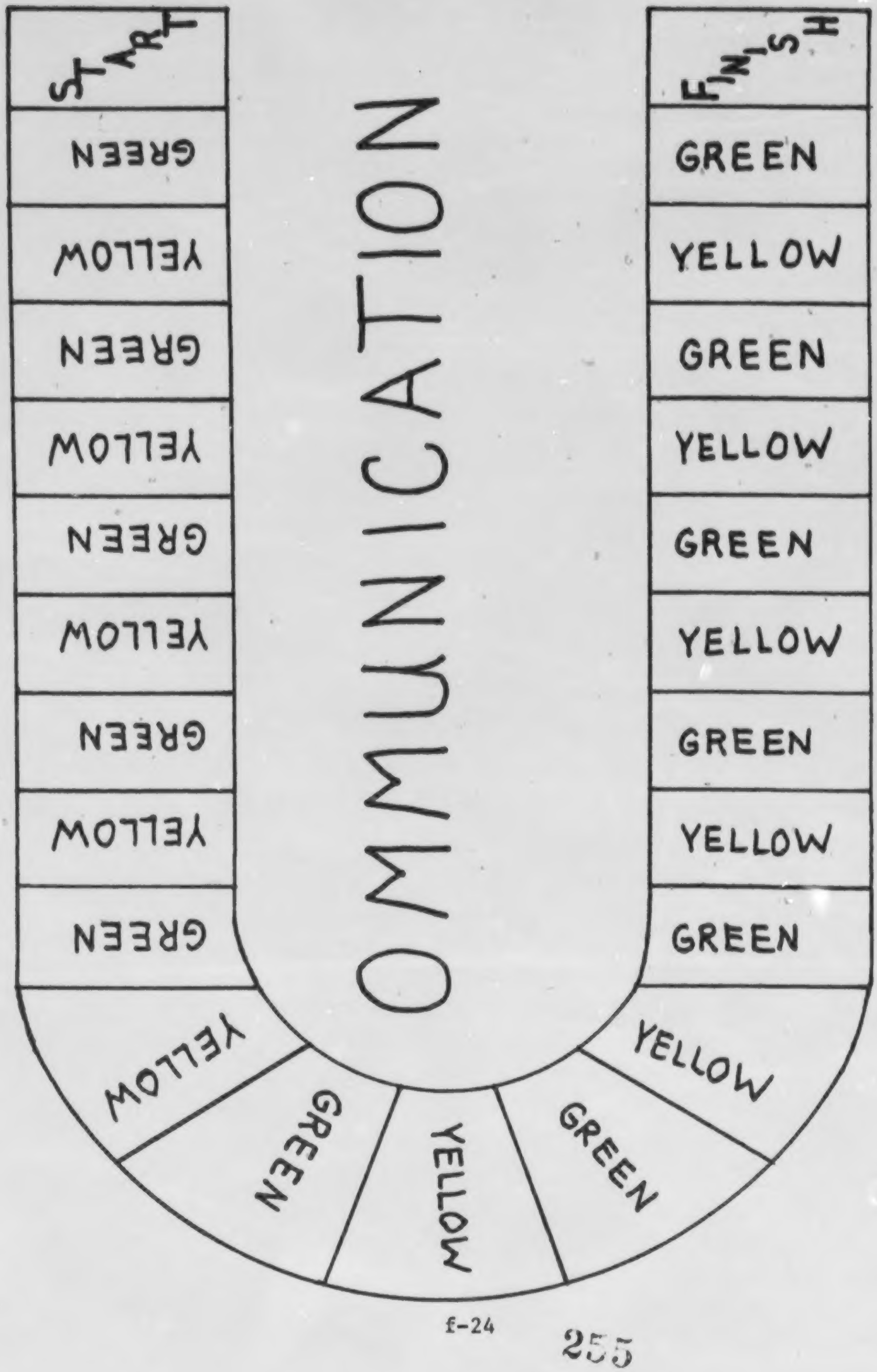
You are a teacher with an annoying mannerism. (use nonverbal that distracts from verbal)

Place the stacks of skill cards and the situation cards in the center of the "C". You need 4 tokens and 4 dice.

You need 4 sets of partners to be the players. The rest of the group will be the judges. Each team will roll their die. High roll goes first and the play moves from right to left.

You are now ready to play.

The first team rolls and moves their token the number of spaces indicated. They take one card from the top of the stack that's the color of the square they landed on. They have one minute to decide how to do what the card says. The judges decide whether they performed the task successfully. If so the play moves to the next team. If not they move back three spaces. The judges' decision is final. After each turn the card is returned to the bottom of the stack. Any one response cannot be used more than once. The first team that lands on the finish square wins.


START
GREEN
YELLOW
GREEN
YELLOW
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YELLOW
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GREEN
YELLOW
GREEN
YELLOW
GREEN
YELLOW
GREEN
FINISH
OMMUNICATION

Supplement 7.1
FAMILY RELATIONS
(game)

## THE MATING GAME

There are several factors that should be considered when a person begins to think about the right person to be his/her spouse. The purpose of this game is to make the student familiar with some of the many facets involved in mate selection. He/she will begin to realize there's more to marriage than just marrying because someone is beautiful or handsome.

**Teacher Directions:** Use index cards for the playing cards. Write one phrase on each card, then repeat, so that there is a pair of cards for each phrase (phrases are below). Make a master card for each student. This card should contain 5 squares, each one large enough to contain one pair of cards. Each square will have a title. To be played in groups of 4.

| Religion | Education | Interests | Race | Economic Status |
|---|---|---|---|---|
| | | | | |

**Student Directions:** Shuffle and deal out all of the cards. First student will draw one card from the person on his left, the next player will do the same and play continues around, until all players have a turn. When a player receives a pair of cards, he proceeds to place it on his master card in the correct category. Play continues until someone has filled his master card completely. He/she is the winner. (Played similar to Old Maid).

### Phrases for Cards

**Religion:**

I am Catholic
I am Protestant
I am Jewish
I am an athiest

**Race:**

I am black
I am white
I am Oriental
I am Indian

**Education:**

I want to attend college
I will not complete high school
I want to be a carpenter
I want to be a lawyer

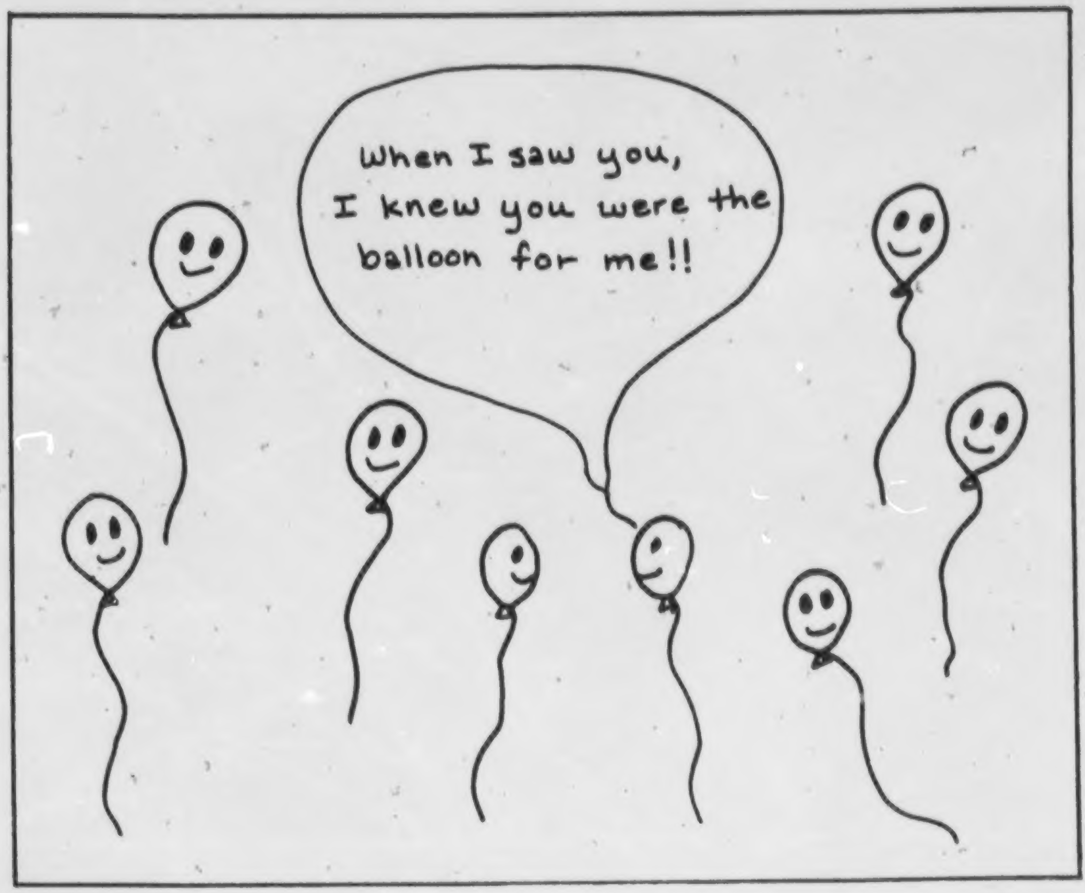
**Interests:**

I love all sports
I love to swim
I hate sports
I love to read

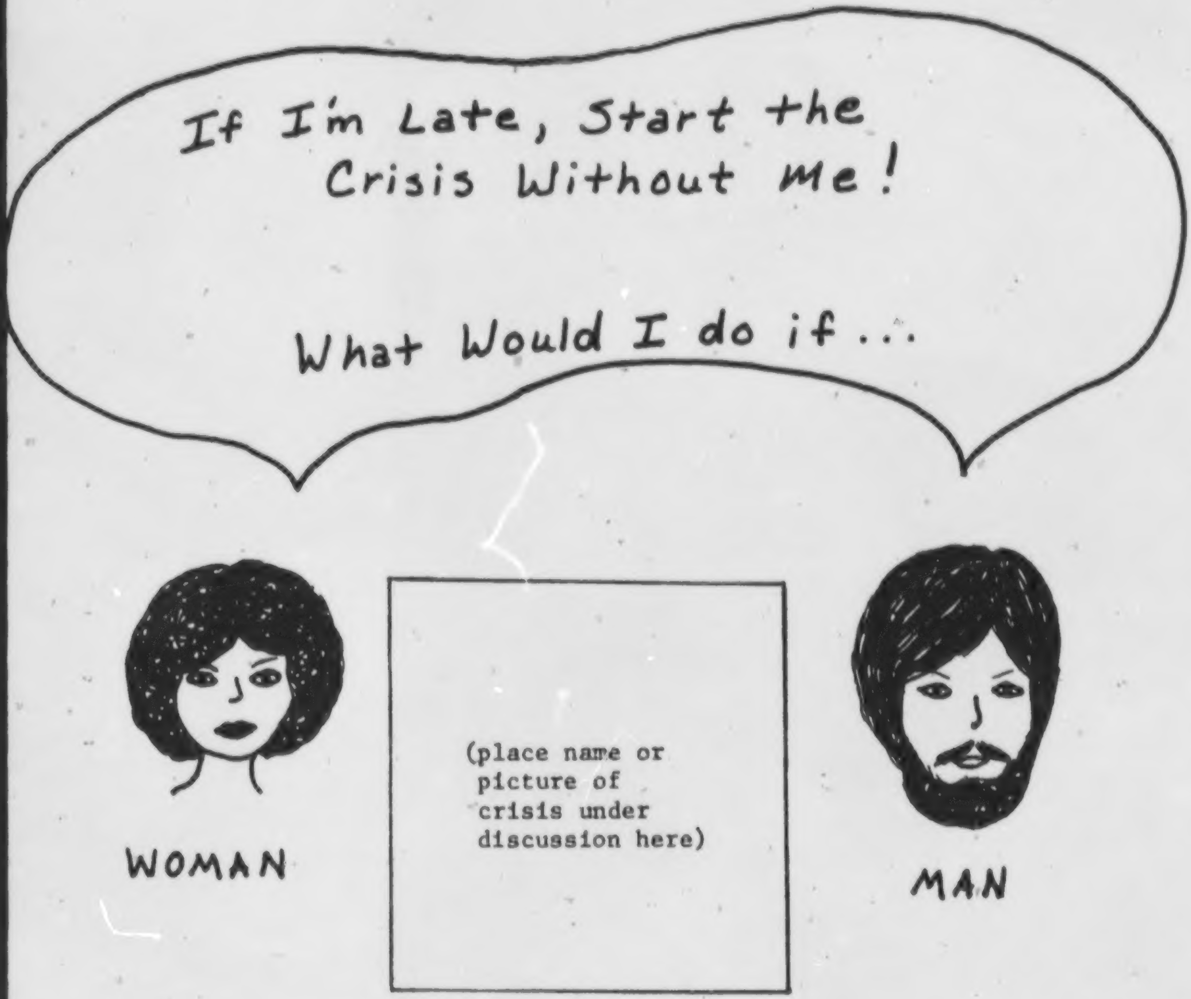
**Economic Status:**

My yearly income is $50,000
My yearly income is $ 6,000
My yearly income is $12,000
I do not have an income

## MATE SELECTION


When I saw you, I knew you were the balloon for me!!

257


If I'm Late, Start the Crisis Without Me!
What Would I do if...
WOMAN
MAN

(place name or picture of crisis under discussion here)

Supplement 8.1
FAMILY RELATIONS
(bulletin board)

Supplement 9.1
FAMILY RELATIONS
(article)

# COPING WITH CRISES

A crisis is the internal reaction to an external event that appears to be hazardous and poses a threat to that person. The same event may threaten one person and not seem threatening to another person. A crisis is characterized by anxiety and a sense of personal failure. The person feels guilty and blames him/herself. Often one person does not see the problem clearly and cannot cope with the problem.

Some crises that are expected include adolescence, marriage, birth of children, aging, and death. During these expected crisis periods, emotions are heightened. There is a need for readjustment and an attempt to find new meaning. Other crises are unexpected and are reactions to specific situations that create serious frustrations. Divorce and loss of job or job failure are examples of situational crises that cause frustration. The way a person handles a situation may determine his/her direction in life. Sometimes an individual's personality aspects form barriers that prevent a person from effectively coping with a crisis. These people are particularly vulnerable to stress and have limited appropriate and constructive responses.

People usually do not have to cope with crises alone. Family and/or friends are present to give love and support, to listen, and to care. However, another person can hinder as well as be helpful. People also have built-in coping mechanisms to help them cope with crises. Once a crisis has been dealt with, an individual becomes stronger. Every crisis brings with it the potential for new insights and new solutions to problems.

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Adapted from a talk given by Ron Whitlatch to ADULT ROLES & FUNCTIONS class at Kermit High School.

Supplement 9.1
FAMILY RELATIONS
(situations)

# TWO-WAY STREET

Role play the following situations:

Situation 1:

Jan and Sally are sisters. From early times they have provided mutual support in times of trouble. Now in their 30's, Jan's husband has died of a heart attack. Sally is recovering from her divorce that was finalized last year.

(Role play how Jan and Sally provide a mutual support system.)

Situation 2:

Beth and Tom, a young married couple with two young children, have kept up with jobs and an active social life because Tom's parents have always stepped in whenever their child care arrangements collapsed. Now Tom's father is in the hospital for a serious operation. His mother has asked Beth and Tom to share turns staying at the hospital with her. Beth and Tom have said they can go over the weekend but they just can't manage on weekdays.

(Role play the situation where people only want to receive.)

Situation 3:

Mrs. Cook is in her late 50's. As the oldest child in her family, she has always been the one to help the others in times of trouble. She kept her independence when her husband died 5 years ago, brushing aside any offer of help. The family didn't realize that the pension plan her husband had would give her such little return. Now Mrs. Cook has lost her own job because of poor health. She hasn't started receiving her own benefits yet and is in dire financial trouble. Even though she may lose her house, she won't let her brothers or sisters help even temporarily.

(Role play the situation where one person only wants to give.)

# HOME MANAGEMENT

The Home Management Unit helps students learn to use resources to meet their goals. Concepts taught in this unit are Resources, Planning, Implementing, Routines, Dividing Work, and Motivation. This unit is based on other concepts included in the Introduction Unit: Values, Goals, and Decision Making. If these concepts were not taught previously, they should now be used to introduce the Home Management Unit. The Communication concept from the Introduction Unit may also be incorporated in this unit.

It is important to remember that home management is largely a mental process. One purpose of the unit is to bring the management process to the conscious level. Students already make decisions, use resources, plan, and implement plans because these are part of daily life. They do not always use these processes as effectively as they should, however, because they lack knowledge of the specifics as well as analytic skills to attack a specific situation. Attitudinally, one of the most important things to teach in relation to management is that it is the means of exercising control over one's life. Although this unit is identified as home management, these same techniques are applied wherever one goes.

Disadvantaged students particularly have difficulty perceiving cause and effect relationships. They may see no connection between their own actions (or lack of action) and the consequences. Helping disadvantaged students perceive this relationship may be somewhat difficult, but many of their problems stem from apathy based on fatalistic attitudes.

It is important to help students see the relationships among the various management concepts. Goals are based on values--otherwise they are often meaningless. Decision making permeates all aspects of management (and life in general) but is applicable only when there are alternatives. The best decisions on important matters usually take into account one's values and attitudes.

Resources are the tangible and intangible things we use to reach our goals. They must be available for our use, however. Resources may be human (time, energy, skills, and abilities) or they may be material (money, equipment, etc.). Principles of resource use are emphasized in this unit. All resources are limited--some may be scarce. Balancing the use of resources prevents one resource from being depleted entirely. One resource can sometimes be substituted for another. If you use a resource for one thing, you can't use that portion for something else.

Planning may be written or mental. Planning is a step above day dreaming because it involves decisions about standards and sequence. Implementing is simply carrying out the plan. This is where many people bog down. They fail to control action on the plan through checking and adjusting. Checking is simply seeing that things are going as desired. Adjusting may be needed when things are in danger of getting out of control. A plan can be adjusted in two ways: altering the standard or changing the sequence. Facilitating helps implement plans by making things move along more easily. This may involve anything from arranging storage so things are where they will be used to putting things on wheels so less effort is required to move them.

Developing routines for frequently done tasks frees the mind for new decisions and plans. How work is divided is an important consideration with changing roles. Ideas on self-motivation conclude the unit.

Area: HOME MANAGEMENT Concept: RESOURCES

Essential Competency: 1.0 The learner will apply principles of resource use to decisions related to allocation of resources.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Complete Study Sheet 1, "Test Your Management Awareness." Then view the transparency on home management. Discuss the definition and how values, goals, and decision making (See Introductory Unit) relate. | Study Sheet 1. MANAGEMENT FOR LIVING: PROGRAM 1 - MANAGEMENT PRINCIPLES. Butterick.<br>Transparency: CBE Home Management, B-17. | 1.1 Given a situation describing how decisions were made in allocating resources, the learner will identify principles of resource use applied in the decisions. |
| Play "Resource Lotto" to learn about the classification of resources. Discuss the different classifications when you finish the game. Find definitions of different resources in the suggested readings. | "Resource Lotto." CBE Home Management, pp. D-11 & 12.<br>Bratton. Home Management Is. . .. Ginn, 1975, pp. 104-127.<br>Paolucci et al. Personal Perspectives. McGraw-Hill, 1978, pp. 48-53. | |
| Discuss the following statement: "Nothing is a resource unless it is available for your use." Try to give a specific example for the statement. | | |
| Discuss how resources are used to attain goals, using examples from your daily life. | | |
| View the filmstrip, The Big Three--Time, Skills, and Energy. How do these resources contribute to management? | Filmstrip 1: The Big Three--Time, Skills, and Energy. MANAGEMENT FOR LIVING: PROGRAM 2--RESOURCE MANAGEMENT. Butterick. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read the Supplement 1.1, Principles of Resource Use. With the class determine the definition for:<br>A. scarcity<br>B. balance<br>C. substitution<br>D. interdependence<br>E. opportunity cost<br>Discuss additional examples of each principle.<br>View filmstrip A First Look at Resources and find other ways the principles of resource use are applied. Also see transparencies 19, 20, 22, 23, and 38 from Home Management Is. . . series. | Supplement 1.1 Principles of Resource Use (article).<br>Filmstrip 3: A First Look at Resources. MANAGEMENT FOR LIVING: PROGRAM 1--MANAGEMENT PRINCIPLES. Butterick.<br>Thomas. The Transparency Program to Accompany Home Management Is. . .. Ginn, No. 19, 20, 22, 23, & 38. | |
| Read the case study Alternatives in Resource Use (Supplement 1.2) and work in small groups to answer the questions. Read the references listed if you need more information about principles of resource use. | Supplement 1.2. Alternatives in Resource Use (case study and questions).<br>Jelley & Herrmann. The American Consumer. Gregg/McGraw-Hill, 1978, p. 34.<br>Warmke et al. Consumer Decision Making. South-Western, 1977, p. 6. | 1.2 Given a list of goals and resources available, the learner will use principles of resource use to show alternate ways of using the resources. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| | Bratton. Home Management Is. . . pp. 105-108.<br>Paolucci et al. Personal Perspectives, pp. 48-53. | |
| Identify one of your own goals and assess your resources. Analyze the situation using the principles of resource use and decide what to do. | | |

Area: HOME MANAGEMENT Concept: PLANNING

Essential Competency: 2.0 The learner will make plans incorporating standard setting and sequencing to achieve goals.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read and review transparencies about planning. Answer the following questions:<br>A. What is planning?<br>B. List the 4 parts of planning.<br>C. What is the difference between written and mental planning?<br>D. What is the value of planning? | Bratton. Home Management Is. . ., pp. 96-100, 175-177.<br>Thomas. Transparency Programs--Home Management Is. . ., No. 2, 3, 4, 5, 6, & 18. | 2.1 Given a situation involving a specific goal, the learner will describe plans that incorporate standards and sequences for achieving the goal. |
| Read "Today, Tomorrow, and?" and explain the difference between long-term and short-term plans. | "Today, Tomorrow, and?" CBE Home Management, p. D-45. | |
| View "The Planning Album." Complete the following questions:<br>A. How much detail is necessary in a plan?<br>B. What is a realistic plan?<br>C. Why should a plan be flexible? | "The Planning Album." CBE Home Management, pp. D-50 through 53. | |
| Give an example of how a household standard in your own home has changed in the last 3 to 5 years. Trace the process of change showing why it occurred. | | |
| View the flip chart "Types of Standards" and compile examples of personal, conventional, and scientific standards. | "Types of Standards." CBE Home Management, pp. D-54 through 59. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Role play the situations found in the "Tolerating Other's Standards." | "Tolerating Other's Standards." CBE Home Management, p. D-61. | |
| View slides "Types of Sequencing" and complete the following:<br>A. Discuss the difference between independent and dependent sequencing of tasks. Compile a list and give examples of each type.<br>B. List, describe, and give examples of the 3 kinds of coordinated tasks. Check answers with the slides. | Slides: "Types of Sequencing." CBE Home Management, pp. D-63 & 64. | |
| Choose a project that you will be able to do in the near future. Make a plan showing the sequence. Example: How you will choose and prepare for an occupation or how you would choose and acquire living quarters for yourself or a young couple. What standards will be met? | | |
| Complete the work sheet "Shopping Trip" so that all plans can be coordinated. | "Shopping Trip." CBE Home Management, p. D-72. | |
| Interview an adult who has accomplished something you would like to do as an adult to find what plans that person made and how he/she completed these plans to meet the goals. Examples: A homemaker who returns to work, someone who has changed professions, or a professional person who wants to start a family. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Complete the Study Sheets 2, 3, and 8 from MANAGEMENT FOR LIVING -- PROGRAM 1. | Study Sheets 2, 3, 8: MANAGEMENT FOR LIVING: PROGRAM 1 -- MANAGEMENT PRINCIPLES. Butterick. | |
| View filmstrip 2--Your Space from MANAGEMENT FOR LIVING--PROGRAM 2. How were resources managed to reach the goal? What plans were made? | Filmstrip 2--Your Space. MANAGEMENT FOR LIVING--PROGRAM 2, RESOURCE MANAGEMENT. Butterick. | |

Area: HOME MANAGEMENT Concept: IMPLEMENTING

Essential Competency: 3.0 The learner will devise and use means of implementing plans, which include checking, adjusting, and facilitating the plans.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read and discuss Supplement 3.1, Principles of Controlling. | Supplement 3.1 Principles of Controlling (article). | 3.1 Using the plans from Outcome 2.1, the learner will devise ways of implementing them, including checking, adjusting, and facilitating. |
| Select one of the following ways of checking plans: shopping list, bank statement, bus schedule, recipe, or pattern instruction sheet. Explain how the method you chose checks progress on plans and how effective it is. | | |
| Read in Home Management Is. . . . Answer the following questions:<br>A. What is the purpose of adjusting plans?<br>B. Give an example of a simple adjustment made in a plan.<br>C. What type of situation would cause many adjustments to a plan? | Bratton. Home Management Is. . . pp. 177-179 | |
| Read the case studies on controlling plans and answer the questions at the end. | "Case Studies." CBE Curriculum for Home Management, pp. 84 & 85. | |
| Work in groups, with each group responsible for illustrating to class how its topic facilitates implementing plans. Topics to be researched are: | Supplements from Task Area 6, CBE Curriculum for Home Management. Student Competency Sheet may also be used. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| A. Make It Easy<br>B. Arranging Storage<br>C. Work Flow--Let's Work Orderly<br>D. Arranging Activity Centers<br>E. Choice of Products Can Make Work Easier<br>You may use panels, skits, visuals, displays, reports, etc., to share results. | | |
| Interview a person whom you consider successful in implementing plans. Find out the methods they used for carrying out a specific plan. Report your findings to class for discussion.<br>Choose an individual, group, or class project. Make a plan for carrying it out. Implement the plan and evaluate what happened. Was the plan sound? Did you use adequate means for checking and controlling what was to be done? If not, what could you have done differently. | | 3.2 Having developed a plan for completing a class assignment, the learner will devise and use means of implementing the plan. |

Area: HOME MANAGEMENT Concept: ROUTINES

Essential Competency: 4.0 The learner will explain the role of routines in managing.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the transparency "It's Routine" and define routine in your own words. List several routines you use. | "It's Routine." CBE Home Management, p. D-117. | 4.1 Given a case study which incorporates use of routines, the learner will indicate the probable influence of the routines on management in that situation. |
| Read one of the references given and list household tasks that need to be done daily, weekly, monthly, and seasonally. Discuss:<br>A. What tasks could be routines?<br>B. How would developing routines reduce daily planning? | Bratton. Home Management Is. . . pp. 281-282.<br>Paolucci et al. Personal Perspectives, pp. 80-81.<br>Jennings. Decisions in Living. Ginn, 1976, pp. 290-298. | |
| Read "Collision Course." What does it mean to coordinate routines? When is it important? | "Collision Course." CBE Home Management, D-118. | |
| Ask a classmate to check the routine you have developed for one activity you perform efficiently. How does the classmate think the routine works? | | |
| Read Minute Dramas on Routine (Supplement 4.1). Discuss the influence routines have on managing. | Supplement 4.1. Minute Dramas on Routine. | |

Area: HOME MANAGEMENT Concept: DIVIDING WORK

Essential Competency: 5.0 The learner will devise means of dividing work to provide optimum development of all persons involved and balanced use of resources.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read Home Management Is. . . . Compare the value of household work contributed by different family members. | Bratton. Home Management Is. . ., pp. 118-119. | 5.1 Given a situation describing work to be done, other demands on persons available to do the work, and the resources available, the learner will make a plan for doing the work, indicating how balanced use of all resources is achieved and how development of all persons is fostered. |
| View the slides "Dividing the Work" and listen to the tape. List the factors to consider in dividing work. | "Dividing the Work." CBE Home Management, pp. D-120 through 123. | |
| Read about division of work in Landis. Are there other factors to consider in dividing the work? | Landis. Your Marriage and Family Living. McGraw-Hill, 1978, pp. 387-389. | |
| Develop a time plan for your day and check to see if you carried your share of the family work load. | | |
| Using Supplement 5.1, Checklist of Tasks In Everyday Life, work with a member of the opposite sex to determine who would do the tasks if you were in the same family. Decide also if you think each task is mundane or creative. | Supplement 5.1. Tasks In Everyday Life (check list). | |
| Read the case studies Who and What (Supplement 5.1) and discuss the questions. | Supplement 5.1. Who and What (case studies). | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Perform the skit, "Role Metamorphosis," and discuss:<br>A. What new skills will each family member develop.<br>B. What shifts can be expected in availability of resources.<br>C. How the family can balance resource use. | Grimes. "Role Metamorphosis," Illinois Teacher, Vol. 18, No. 5, (May/June, 1975), pp. 305-306, or CBE Home Management, pp. D-131 through 134. | |
| Make a plan for achieving a group goal. Determine resources available, including skills of group members. Decide how the goal can be reached while permitting each person to develop new abilities. Check also if your plan permits balanced use of resources. | | |
| Discuss the difficulty of trying to use just one resource without using other resources to some extent. Why can't money usually completely replace time and energy or time and effort completely replace money? | | |

Area: HOME MANAGEMENT Concept: MOTIVATION

Essential Competency: 6.0 The learner will explain the relationship between motivation and effective management.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Complete the work sheet Motivation and Energy (Supplement 6.1) and discuss your answers. | Supplement 6.1. Motivation and Energy (work sheet). | 6.1 The learner will list personal motivational sources and explain how they relate to personal management. |
| Read Motivation and Management (Supplement 6.1) and discuss the questions. | Supplement 6.1. Motivation and Management (situations). | |
| Read Personal Perspectives, pages 44-45, and list reasons for lack of motivation. Discuss how lack of motivation hampers management. | Paolucci et al. Personal Perspectives, pp. 44-45. | |
| Read and discuss Personal Energy--Making the Most of It. What ideas can you use to improve the effectiveness of your management? | Quick. Personal Energy--Making the Most of It. (Leaflet No. 328). Kentucky Cooperative Extension Service. | |
| Break into groups and role play the motivational techniques given in "Personal Motivation." Select several techniques to try out to increase your motivation. Keep a log. | "Personal Motivation." CBE Home Management, D-108. | |
| Collect and display pictures showing situations likely to affect a person's motivation in relation to management. Discuss what would motivate you to manage as a teenager and in various adult situations. | | |

## SUPPLEMENTS - HOME MANAGEMENT

NO./TITLE PAGE

1.1 Principles of Resource Use . . . . . . . . . . . . . . . . . . . . m-2

1.2 Alternatives in Resource Use . . . . . . . . . . . . . . . . . . . m-3

3.1 Principles of Controlling . . . . . . . . . . . . . . . . . . . . . . m-4

4.1 Minute Dramas on Routine . . . . . . . . . . . . . . . . . . . . . m-5

5.1 Tasks in Everyday Life . . . . . . . . . . . . . . . . . . . . . . . m-6

5.1 Who and What . . . . . . . . . . . . . . . . . . . . . . . . . . . m-9

6.1 Motivation and Energy . . . . . . . . . . . . . . . . . . . . . . . m-10

6.1 Motivation and Management . . . . . . . . . . . . . . . . . . . . m-11

## PRINCIPLES OF RESOURCE USE

There are several factors that must be considered when we think of using our resources. First, all resources are limited. Water is one example. We become aware of this when we are without water for even a brief period of time such as when a water line breaks or freezes.

Another factor we should consider is balance. Balance results when we use our resources so that one is not depleted. Two or more resources can be used together to reach a goal. When a mother with several small children hires someone to help her with her housework she is balancing her time, energy, and money.

Resources can also be interdependent in that some resources cannot function or be used if other resources are not present. You may have the time to decorate your room, but if you don't have the money or the experience your time cannot get the job done.

Resources may also be exchanged or substituted. If you can sew but have little money you may use your skill to repair the old draperies rather than buying new ones. You are substituting your time and skill for the money it would take to buy new draperies.

Finally we must consider opportunity cost when using resources. This means when a resource is used for one purpose it is gone and cannot be used for anything else now or at a later time. If you use money to buy your lunch all week, you can't use that money to go the ballgame Friday night.

# ALTERNATIVES IN RESOURCE USE

Mary and Sam Black are a couple in their mid-twenties. They both have good jobs but stay quite busy. Their work hours are pretty long and they are taking a class one night a week. They have an apartment in town near where they work and bought a rambling farmhouse for a song last year. They want to fix it up and move there, but wonder if it's wise. It is 25 miles from town and the drive takes about 45 minutes. (The roads get pretty bad sometimes.) The price of gasoline is another concern, especially since Mary has to be at work at 7:30 a.m. and works until 4:00 p.m. Sam doesn't have to be at work until 9:00 a.m. but then works until 5:30 p.m. They bought the house because they figured that they could do the work in their spare time. Both of them are pretty handy at that kind of thing and enjoy it. They do need to continue their evening classes though, if they are to advance in their jobs.

Questions:

1. What resources are particularly scarce?
2. If they follow their plan to move, what can they do to balance their resources so they don't use some up entirely?
3. What resources can they substitute for those most scarce?
4. How are their various resources interdependent?
5. What is the opportunity cost in time if they make the move and commute together? What else might they have done with this extra time? Their travel time?
6. What is the opportunity cost if they buy a second car and both drive? Are there other factors to consider here?
7. What is the opportunity cost of continuing to take night classes?
8. What is the opportunity cost for doing the work on the house themselves?
9. What are some alternatives open to Mary and Sam regarding the farmhouse and other plans?
10. How do the principles of resource use apply to each of these alternatives?
11. What do you think they should do? Defend your answer.

# PRINCIPLES OF CONTROLLING

In order for a plan to take you toward your goal it is necessary to control it. In order for this to happen, you must check the progress of the plan at strategic points to see if things are going as planned. This may be as simple a thing as checking to see that food doesn't burn, thus carrying out your plan for a good meal. Or it could be as important as checking gauges on your job to be sure that chemical materials are not lost or that an explosion does not happen. In either of these situations, the time of checking is important. If you wait too long to check, the product may be lost. The same principle applies to checking progress when following instructions. If you check the instruction sheet after you have completed several steps, you may find that you have done it wrong. If you buy a car before checking the quality, you may find it needs expensive repairs. In this case, failure to control the plan by checking could be very expensive.

Check before you commit resources if changes in plans would mean a big loss. If you plan to go on a vacation and must make a deposit, you could possibly save the loss of your money in case of a change of plans by checking to see if the deposit will be refunded. If you plan to attend a school in the fall, check to see what part of your housing and tuition is refundable in case of a change of plan, or what fee is required if you are late in paying.

In order for a plan to proceed as you want it to, adjustments must sometimes be made. It is difficult to anticipate all of the things that may interfere with the flow of a plan. There may be interruptions, or unexpected things such as extra expenses, repairs, etc. You may plan to spend the evening painting your room, but have guests instead. You may plan to buy new shoes, but find that your money must go to have a filling replaced in one of your teeth.

There are two ways to adjust a plan. You may change the sequence (or the order of action) or change the standards. If guests come to visit on the evening you planned to paint your room, you may adjust your plans in order to visit with your friends and paint later. If you saved $40.00 for a pair of shoes as a part of your plan for new fall clothes but found that you needed part of the money for the dentist, you could change your standard and buy a less expensive pair of shoes.

When making adjustments in a plan, changes should be made while the standards are still acceptable. In order to gain time for other activities, a person may choose to adjust the plan for keeping the home clean and tidy by lowering the housekeeping standards. There would be a point, however, beyond which these standards could not be lowered and still be acceptable. Adjustments need to be made before this point is reached. When carrying out plans, what a person considers important will determine the limits set on acceptability.

If both the standard and sequence must be changed, you are no longer working on the same plan. You may decide to give up the plan altogether or make a new one.

Supplement 4.1
HOME MANAGEMENT
(minute dramas)

# MINUTE DRAMAS ON ROUTINE

1. Mrs. Bell and Mrs. Nell are talking over the fence.

   Mrs. Bell: I have to go do laundry. Jane didn't even have clean socks this morning.

   Mrs. Nell: I always do laundry when I dust and vacuum. I can dust and vacuum two rooms before it is time to put the fabric softener in the rinse cycle.

2. Mr. Smith and Mr. Jones are talking as they wait for the bus.

   Mr. Smith: I have to get off at the store to get some spaghetti sauce. This is the third time I've had to stop this week.

   Mr. Jones: I go just once a week--the evening that the weekly specials are advertised.

3. Dan and Bill, two college students, are on the way to class.

   Dan: Boy, I'm starved.

   Bill: Didn't you eat breakfast?

   Dan: I didn't have time. I discovered that my jeans were too dirty to wear and I had a hard time finding others.

   Bill: I get my stuff out before going to bed.

Questions:

1. Which person in each situation seems to be in better command of his or her life?

2. What areas of management were affected?

Supplement 5.1
HOME MANAGEMENT
(check list)

## TASKS IN EVERYDAY LIFE

| Tasks * | You | Me | Omit | Hire Done | Mundane | Creative |
|---|---|---|---|---|---|---|
| Take out trash | | | | | | |
| Cook breakfast | | | | | | |
| Make lunch | | | | | | |
| Prepare supper | | | | | | |
| Mow lawn | | | | | | |
| Write family letters | | | | | | |
| Clean bathroom | | | | | | |
| Run errands | | | | | | |
| Make beds | | | | | | |
| Maintain car | | | | | | |
| Vacuum house | | | | | | |
| Shop for groceries | | | | | | |
| Pay bills | | | | | | |
| Select furniture or appliances | | | | | | |
| Keep tools in repair | | | | | | |
| Select new car | | | | | | |
| Select and wrap gifts | | | | | | |
| Repair leaking faucet | | | | | | |
| Paint a room | | | | | | |
| Clean garage | | | | | | |
| Wash windows | | | | | | |
| Decide where to go for fun | | | | | | |
| Scrub floors | | | | | | |

* Check one or more of first four blocks and in one of the last two.

Supplement 5.1 (cont.)
HOME MANAGEMENT - check list
Page 2

## TASKS IN EVERYDAY LIFE (cont.)

| Tasks | You | Me | Omit | Hire Done | Mundane | Creative |
|---|---|---|---|---|---|---|
| Decide when to go out to dinner | | | | | | |
| Iron the clothes | | | | | | |
| Mend and repair clothes | | | | | | |
| Change light bulbs | | | | | | |
| Wash dishes | | | | | | |
| Clean appliances | | | | | | |
| Repair appliances | | | | | | |
| Feed pets | | | | | | |
| Store out-of-season clothes | | | | | | |
| Trim hedge or shrubs | | | | | | |
| Empty ash trays | | | | | | |
| Clean porch or patio | | | | | | |
| Hang up clothes | | | | | | |
| Sweep walks | | | | | | |
| Pick up papers and magazines | | | | | | |
| Shop for clothing | | | | | | |
| Clean up from snacks | | | | | | |
| Refuel car | | | | | | |
| Get snow tires put on | | | | | | |
| Clean closets | | | | | | |
| Fill ice trays | | | | | | |
| Clean the drawers | | | | | | |
| Get household supplies | | | | | | |
| Water plants | | | | | | |

Supplement 5.1 (cont.)
HOME MANAGEMENT - check list
Page 3

## TASKS IN EVERYDAY LIFE (cont.)

| Tasks | You | Me | Omit | Hire Done | Mundane | Creative |
|---|---|---|---|---|---|---|
| Defrost windshield | | | | | | |
| Clean mirrors | | | | | | |
| Pick up dirty clothes | | | | | | |
| Take clothes to dry cleaner | | | | | | |
| Change beds | | | | | | |
| Go to post office | | | | | | |
| Pay taxes | | | | | | |
| Select insurance | | | | | | |
| Pack lunches | | | | | | |
| Work in garden | | | | | | |
| Make doctor/dental appointments | | | | | | |
| Take pet to vet | | | | | | |
| Clean fireplace | | | | | | |
| Cut wood | | | | | | |
| Bring in wood | | | | | | |
| Arrange for tickets | | | | | | |
| Make motel reservations | | | | | | |
| Pack clothes for trip | | | | | | |
| Get Christmas tree | | | | | | |
| Trim Christmas tree | | | | | | |
| Take tree down | | | | | | |
| Other | | | | | | |

Supplement 5.1
HOME MANAGEMENT
(case studies)

## WHO AND WHAT

1. As Mark was growing up, he always had a paper route and later worked as a carry-out boy in a super market. His sisters helped with cooking and housework. Their parents had not wanted them to work at a paid job.

   Now Mark is 25 and has an apartment of his own. He often wishes he knew how to do more things around the apartment. He earns good money, but doesn't feel like he can cope with even a simple meal. Eating out all the time gets rather expensive as well as boring.

2. Mark's oldest sister, Anne, has just been divorced. She is looking for a job, but is having little success. Housework is the only thing she has ever done, both as a kid and after she married. She is an excellent cook and housekeeper, but doesn't really want to do these things for someone else's family.

   She wishes she had thought more about the problem earlier in life. She had been happy enough as a kid when Mark was the only one of the children who had a job, and later when she married, her husband had encouraged her homemaking role. Now she wonders.

3. Mark's father recently died. His mother is having a difficult time with the household business. His father had always seen about the bills, kept up with insurance policies, and done all the banking. His mother never learned to drive because his father took her wherever she wanted to go. Like Anne, she is an excellent housekeeper and cook, but feels completely helpless when faced with handling her own business affairs.

4. Mark's younger sisters, Jayne and Jackie, helped their mother and Anne as they were growing up. Jane learned how to cook and is now a whiz in the kitchen. The rest of her household chores are another matter. Jackie, on the other hand, helped with housework as she grew up, but is as bad as Mark in the kitchen. They get together sometimes and laughingly offer to trade services; but deep down they are both disturbed about Anne and their mother's situations and wonder if they would be any better prepared.

Discussion Questions:

1. In what ways did each person in the family develop his or her abilities?

2. In what ways did the family fail to foster some abilities of each family member?

3. How could use of resources be better balanced?

# MOTIVATION AND ENERGY

1. List 3 things you sometimes do for which you seem to have plenty of energy--that you do with zest?

2. List 3 things you are supposed to do but try to avoid--you feel tired just thinking about doing them.

3. Why or how do the two lists differ?

4. If all of the things you listed in question 1 were just for recreation, try to think of tasks you do energetically.

5. How do things you listed in number 4 differ from those in question 2?

6. What is the relationship between how energetic you feel and your motivation to do something?

## MOTIVATION AND MANAGEMENT

### Family Picnic

Gloria woke up when the alarm buzzed. She lay there a few minutes listening to the sounds in the household. Already she could hear Brad rattling around in the kitchen and the twins talking and giggling in their room next door. Everyone but Gloria was looking forward to the picnic today. She thought she was just too tired to move but she knew she had to get up and finish the potato salad and pack the picnic hamper while Brad sliced the ham and got the twins dressed. She wondered how Brad and the kids could be so full of life this early in the morning when they were up as late as she was last night.

1. Why do you think Gloria felt tired when she woke up?

2. Why were Brad and the twins awake so early?

### Leaky Faucet

Brad got home from work and collapsed in his favorite chair. He was looking forward to reading the paper before dinner. He hoped Gloria would get dinner without his help--she got home from work early today. During dinner, Gloria told Brad she hoped he would fix the faucet in the bathroom tonight that was leaking. She cleaned the bathroom this afternoon and noticed it was worse. Brad put her off with, "That can wait until Saturday. I've had a hard day."

Gloria lapsed into a brooding silence. She knew Brad would find some other excuse for Saturday--but he did hate to pay a plumber. Suddenly the silence was broken by the sudden roar of running water. By the time they ran to the bathroom, the sink was already running over. Gloria grabbed towels while Brad grabbed a wrench and quickly tackled the job.

1. Why did Brad suddenly get enough energy to fix the faucet?

2. Why does it sometimes seem less motivating to carry out someone else's plan than one of your own?

# HOUSING

The Housing Unit helps students examine their options in choosing where to live. Housing is one of the major expenditures of adult life, hence deserves careful consideration. The American dream of owning a detached dwelling on its own lot carries quite a price tag these days--and one that few young people will be able to afford if they apply the traditional rule of thumb that a house should cost no more than two and one-half times their annual income. This dream must therefore be examined in relation to other wants and needs.

The unit begins by considering the functions housing serves in meeting physical, social, and emotional needs of people. The amount of personal space (space bubble) needed as one's own territory is examined. The various types of housing are considered, both single-family and multi-family dwellings. Students consider advantages and disadvantages of buying, building, and renting.

Locating housing is a major concept in the unit. Students consider where they want to live and how to go about finding a place that meets their needs. They also compute monthly costs of housing--including payments or rent, insurance, and operating costs. Various legal aspects are included--how to interpret contracts, leases, and other housing documents.

Shortages of various kinds loom large in relation to housing. Not only is land scarce near where students are likely to be employed, but energy shortages will help shape housing choices in the future. Energy is therefore included as a concept in this unit--what to look for in relation to energy in choosing a dwelling as well as what can be done to render housing more energy efficient.

Housing needs of the elderly and physically handicapped persons constitute the final section of this unit. With mainstreaming, some of the students taking ADULT ROLES & FUNCTIONS may need this information for their own use. Others will find it useful in relation to family members now or in the future. This concept should also increase students' general awareness of the need to help people live as independently as possible.

Area: HOUSING Concept: BASIC NEEDS

Essential Competency: 1.0 The learner will recognize the basic needs for housing.

H-2

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View Part 1 of the filmstrip, Your Space and Mine and poster, Your Space and Mine, or read Housing Decisions, pages 19-23. Discuss the following:<br>A. How much space do you need?<br>B. Do you have space that "belongs" to you?<br>C. How do you feel when someone invades it?<br>D. How do emotional and action messages such as pain, happiness, work, relaxation make you feel in your dwelling?<br>E. Do you feel safe in your dwelling place?<br>F. Where in your home do you go for privacy? | Filmstrip: Part 1 - "Proxemics." Your Space and Mine and poster. YOUR SPACE AND MINE. J.C. Penney Co.<br>Lewis. Housing Decision. Goodheart-Wilcox, 1978, pp. 19-23. | 1.1 Given a list of needs, the learner will identify those that can be met through housing. |
| View Part 2 of filmstrip Your Space and Mine. Discuss what is the shape of your personal space bubble. Do Awareness Activity 1, The Space Around You. | Filmstrip: Part 2 - "Humanizing Environments," and Activity 2: The Space Around You. YOUR SPACE AND MINE. J.C. Penney Co. | |
| Do Awareness Activity 3, No Tresspassing. Answer and discuss the reaction questions in the activity. | Activity 3: No Tresspassing. YOUR SPACE AND MINE. J.C. Penney Co. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Complete Awareness Activity 4, Making Sensory Sense. Discuss the different reactions of the class. | Activity 4: Making Sensory Sense. YOUR SPACE AND MINE. J. C. Penney Co. | |
| Describe how your physical needs are met in your own home. | | |
| View Part 3 of filmstrip, "Environmessages," Your Space and Mine, and complete Awareness Activity 13, Hideout. Discuss your answers. | Filmstrip: Part 3 - "Environmessages," Your Space and Mine, and Activity 13: Hideout. YOUR SPACE AND MINE. J.C. Penney co. | |
| Using case studies, discuss the influence of housing conditions on the mental attitudes of family members (Supplement 1.1, Housing and Mental Development). | Supplement 1.1 Housing and Mental Development (case studies). | |
| Read about needs and values in Housing Decisions, pages 10-11. Discuss what you have learned in this lesson in relation to the diagram on page 11, or illustrate through a visual display using drawings and pictures clipped from magazines. Read other parts of Chapter 1 to clarify questions you have. | Lewis. Housing Decision, pp. 10-11 (or entire Chapter 1 if desired). | |

Area: HOUSING

Concept: INFLUENCE OF FAMILY INTERESTS AND ACTIVITIES ON HOUSING NEEDS.

Essential Competency: 2.0 The learner will analyze the relationship between space needs and interests/activities.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Conduct a survey on people and their hobbies, activities, and interests. Find out what kind of space is needed for these activities. What kind of changes need to be made in their housing for them to do these activities?<br>Discuss findings from your survey with class.<br>Talk to your family members about their special hobbies and interests. Plan how your housing could better meet these needs in relation to space. | | 2.1 After reading case studies depicting different interests and activities, the student will list specific housing needs related to each. |
| Look at Figure 1-4 on page 11 of A Place of Your Own. Expand on the idea of an apartment in relation to space for interests, hobbies, and activities if it were you looking for the apartment. | Strain. A Place of Your Own, Gregg/McGraw Hill, 1978, p. 11. | 2.2 The learner will name personal interests, hobbies, or activities and tell a housing need related to each. |

Area: HOUSING

Concept: INFLUENCE OF OTHER PERSONAL AND FAMILY SITUATIONS

Essential Competency: 3.0 The learner will determine the specific housing needs at various stages and for various lifestyles.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read pages 33-40 in Housing Decisions. Define the following: Founding Family Stage, Expanding Family Stage, Contracting Family Stage. Discuss how housing needs change for each of the stages. | Lewis. Housing Decisions, pp. 33-40. | 3.1 Given case studies, the learner will describe the type of living space needed. |
| Read pages 40-49 in Housing Decisions. List the specific lifestyles mentioned and the main characteristics of each lifestyle. | Lewis. Housing Decisions, pp. 40-49. | |
| Divide into groups and make up descriptions of families at different stages and with different lifestyles. Ask other groups to identify the type of living space needed. | | |
| View the slides, Housing Needs: Are They the Same For Everyone? (Supplement 3.2). Discuss how these needs differ over time and why they occurred. | Supplement 3.2. Housing Needs: Are They the Same For Everyone? (Slides/script). | 3.2 Given case studies, the learner will identify how specific living situations not defined within the family life cycle affect housing needs. |
| View the pictures in Module 1 - TOWARD A QUALITY OF LIVING. Discuss how each situation affects the housing needs. | Module 1. TOWARD A QUALITY OF LIVING. J.C. Penney Co. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Brainstorm for other situations not defined within the family life cycle but which affect housing needs. | | |
| Play the game "Bachelor Pad." Develop additional cards for bachelorettes. | "Bachelor Pad--Housing Simulations for Classroom Use." Illinois Teacher, March/April 1974, pp. 221-222. | |
| Read the case study and study the floor plans of two apartments. Evaluate the suitability of each for the situation (Supplement 3.2). | Supplement 3.2. Sharing an Apartment (case study and floor plans). | |

**Area:** HOUSING **Concept:** TYPES OF HOUSING

**Essential Competency:** 4.0 The learner will compare the advantages and disadvantages of different types of housing.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View a bulletin board, Where People Live, which shows different types of dwellings. How many can you identify? (Use sketches or pictures to illustrate as many types of housing listed below as possible.) | | 4.1 Given housing descriptions, the learner will list and compare the advantages and disadvantages of each housing type. |
| Read about housing types in Housing Decisions or Personal Perspectives. | Lewis. Housing Decisions, pp. 92-96. | |
| Define the following:<br>Multi-family dwellings<br>Rental apartments<br>Cooperative apartments (Co-op)<br>Condominium units<br><br>Single-family dwellings<br>Attached dwellings<br>Town and row houses<br>Free-standing dwellings<br>Custom-designed and built<br>Custom-built from stock plans<br>Owner-built<br>Tract<br>Modular<br>Mobile homes<br>Break into groups and list 3 advantages and disadvantages of each type of housing. Compare with what other groups listed. | Paolucci et al. Personal Perspectives. McGraw-Hill, 1978, pp. 294-301. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Develop a display entitled *Where Will You Live?* which shows the types of houses available in your community. Describe each one. | | |

**Area:** HOUSING

**Concept:** LOCATING HOUSING

**Essential Competency:** 5.0 The learner will identify resources within the community that will be of help when looking for a place to live.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Divide into groups and make a list of resources available in your community to help you look for housing. (Chamber of Commerce, minister, Housing Dept., boss)<br>Other resources you could use are: realtors, classified ads, apartment complexes, college, business, industry referral services, yellow pages in the telephone book, local housing authority, mobile home and modular home dealers, Welfare Department, W. Va. Housing and Development Authority, and ambulance service.<br>Listen to a guest speaker (possibly a realtor) and discuss how he or she helps people in acquiring housing. | | 5.1 The learner will list sources of help in acquiring housing. |
| From the list compiled in 5.1, explain the services provided by each resource you have listed. Call, visit, or write each one to determine exactly what services are provided.<br>Read a "Sense of Family and Community" on pp. 24-29 in the government publication. | The Effect of the Manmade Environment on Health and Behavior. HEW, pp. 24-29. | 5.2 Given a list of community resources, the learner will explain the services provided by each. |

Area: HOUSING Concept: LOCATING HOUSING

Essential Competency: 6.0 The learner will apply knowledge of factors to be considered in selecting a neighborhood in which to live.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| In 5 minutes, list as many factors as you can that you would consider when selecting a neighborhood in which to live. Use your list for class discussion. | | 6.1 The learner will describe factors to be considered when choosing a neighborhood in which to live. |
| Read from one or more of the selections listed. Discuss the major decisions a person will face in choosing a place to live. | Lewis. *Housing Decisions*, pp. 74-90.<br>Strain. *A Place of Your Own*, pp. 4-7. | |
| Name and define the 3 physical types of neighborhoods and the 3 types of planned neighborhoods from the reading in *Housing Decisions*. | Lewis. *Housing Decisions*, pp. 80-81, 281-284. | |
| Identify factors you *should* consider when choosing a neighborhood in which to live. | | |
| In small groups prepare a brochure on your neighborhood. Display brochures. | | |
| Describe your ideal neighborhood and site by using the two charts on page 83 of *Housing Decisions* as guidelines. | Lewis. *Housing Decisions*, p. 83. | |
| Discuss flood plain in relation to housing locations in your area. Discuss what the flood plain in your area is. Are there other hazards you would wish to avoid? | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Ask family friends who own their home to tell what they considered about location when they selected their house. How many houses did they look at and why did they reject others?<br>Interview a young married couple or a single person you know. What did they look for in renting an apartment and what problems did they encounter when trying to find a place to live?<br>List things you like in your neighborhood that make it appealing to you. As a group, develop a checklist for evaluating a neighborhood.<br>Divide into groups, make up family situations, and decide how points should be divided on the checklist for each family. | | 6.2 Given case studies, the learner will evaluate the appropriateness of neighborhoods. |
| As a class make a list of all the recreation and entertainment opportunities in your community. Discuss how these would relate to housing decisions.<br>In small groups make a list of things to check concerning recreation and entertainment when choosing a place to live. Tell how these things would influence housing decisions. | | 6.3 Using a checklist, the learner will evaluate community recreation and entertainment opportunities and tell how these would influence housing decisions. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Choose a community other than your own in which you would possibly like to live. Write to the Chamber of Commerce or **talk** with a community leader to find out what the community has to offer in the way of recreation and entertainment and what the advantages are of living there. (If time is limited use descriptions given by students who are familiar with other communities.) | | |
| Report **your findings to class** and tell how they would influence housing decisions. | | |
| Describe your ideal region and community using the charts on pages 77-78 of Housing Decisions as guidelines. | Lewis. Housing Decisions, pp. 77-78. | |
| Compile a list of sayings about places, such as:<br>Give me the simple life.<br>It's a nice place to visit but I wouldn't want to live there.<br>Discuss in relation to what different people look for in relation to recreation and entertainment. What do you want always available as opposed to having for vacations? | | |

Area: HOUSING

Concept: RENTING/BUYING/BUILDING

Essential Competency: 7.0 The learner will determine the benefits and drawbacks of renting, buying, and building housing.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Decide whether you would prefer to buy, build, or rent a place to live. Why? Compare ideas with those of classmates. | | 7.1 Given a description of a family situation, the learner will identify the advantages and disadvantages of owning and renting under these circumstances. |
| Read from one or more of the selections listed to find advantages and disadvantages of renting, buying, or building. | Lewis. Housing Decisions, pp. 102-111.<br>Warmke et al. Consumer Decision Making. South-Western, 1977, pp. 360-382.<br>Paolucci et al. Personal Perspectives, pp. 336-341.<br>Jelley & Herrmann. The American Consumer. Gregg/McGraw-Hill, 1978, pp. 196-212.<br>To the Home Buying Veteran. VA, 1977.<br>Wise Rental Practices. HUD, 1977.<br>Questions About Condominiums. HUD, 1976. | |
| Divide into small groups to list benefits and drawbacks of renting or owning housing. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Compile a master list for the class of advantages and disadvantages of renting or owning housing. | | |
| Using a description of a family situation (Supplement 7.1), identify the advantages and disadvantages of renting or owning housing. Exchange family descriptions with another group and review their lists. | Supplement 7.1 Renting vs. Owning (situations). | |
| Read the skit and complete the worksheet "House versus Apartment" and pages 120-122 in Supplement to Consumer Decision Making. | Mason. Case 10-"House vs. Apartment." Cases in Consumer Education. J. Weston Walch.<br>Green. Student Supplement to Consumer Decision Making. South-Western, 1977, pp. 120-122. | |
| Read the minute dramas, To Buy or Build. Discuss and determine whether buying or building would be better in each situation and why (Supplement 7.2). | Supplement 7.2. To Buy or Build (minute dramas). | 7.2 Given a case study, the learner will choose between buying and building and justify the choice. |
| Interview people or listen to a panel discussion of home owners and discuss the reasons they chose to build or buy their housing. | | |
| In small groups, decide whether housing should be bought or built in each case study (Supplement 7.2). Justify your decisions and compare notes with other groups | Supplement 7.2. Buying or Building (case studies). | |

Area: HOUSING Concept: ASSESSING HOUSING

Essential Competency: 8.0 The learner will assess housing in terms of safety, circulation, zoning, lifestyle, space, energy, efficiency, and individual needs.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read and discuss Housing Decisions, pages 125-152, or Personal Perspectives, pages 320-327. | Lewis, Housing Decisions, pp. 125-152.<br>Paolucci et al. Personal Perspectives, pp. 320-327. | 8.1 Given pictures and descriptions of dwelling places, the learner will analyze each in terms of safety, circulation, zoning, lifestyle, space, energy, efficiency, and individual needs in relation to specific family situations. |
| View the transparency How Do I Go? (Supplement 8.1) and discuss the questions in the supplement. | Supplement 8.1. How Do I Go? (transparency and questions). | |
| Divide into family groups and read about the Zithers family. View the transparency and judge the floor plan in relation to their needs. Base your judgment on reading assignments and class discussion. | Supplement 8.1. The Zithers Family (case study and transparency). | |
| Take a field trip to a local housing situation. Assess the housing in relation to that particular family. | | |
| Divide into groups and play one or more of the games and simulations listed. | "For Rent." Illinois Teacher. Sept./Oct. 1971, pp. 9-10.<br>"Which House Would You Buy?" Illinois Teacher. Sept./Oct. 1971, pp. 6-9.<br>Househunt. Changing Times, 1974. | |

Area: HOUSING Concept: LEGAL ASPECTS

Essential Competency: 9.0 The learner will determine the costs associated with housing.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Visit with a person or family that has recently moved into rented housing and another that has just bought or built housing. Discuss with them the initial costs involved with the move or relocation.<br>Discuss in class your findings and help compile a master list with teacher supervision of initial costs and other fees. | | 9.1 Given a list of initial costs and other fees, the learner will categorize those associated with renting, buying, and building housing. |
| Brainstorm, as a class, to discover types of things that are included in the costs of housing for those who rent and those who own housing.<br>Using the list made in your brainstorming session, discuss with your own or another family the actual cost of housing for one month. (Be sure to include renter's or homeowner's insurance premium paid annually or semi-annually.)<br>Read one or more of the references listed and complete some of the exercises included. | Warmke et al. Consumer Decision Making, pp. 360-382.<br>Green. Student Supplement to Consumer Decision Making, pp. 123-124. | 9.2 Given a list of information on costs of housing, the learner will calculate the monthly living cost. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Take a survey to determine cost of rent for different types of rental property in the area. Include mobile homes.<br>Use FHA payment schedule to determine cost per month for different priced homes based on different payment periods (example: 20 years, 30 years). Compute interest costs.<br>Note: Activities related to insurance for the home from Competency 5.0 of the Consumer Education Unit may be included here if desired. | Maedke et al. Consumer Education, pp. 440-463.<br>Jelley & Herrmann. The American Consumer, pp. 213-248.<br>Your Housing Dollar, Money Management Institute.<br>Mason. Cases 12 & 13. Cases in Consumer Education. | |

Area: HOUSING Concept: LEGAL ASPECTS

Essential Competency: 10.0 The learner will analyze legal documents which apply to housing.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read at least one of the references listed and identify legal terms associated with housing. | Paolucci et al. Personal Perspectives, pp. 342-346.<br>Maedke et al. Consumer Education, pp. 442-443.<br>Lewis. Housing Decisions, pp. 105-107.<br>Warmke et al. Consumer Decision Making, pp. 388-408.<br>Green. Student Supplement to Consumer Decision Making, pp. 125-126. | 10.1 Given sample documents, the learner will identify the meaning of legal terms. |
| Construct a bulletin board Caution: Legal Terms Ahead (Supplement 10.1). | Supplement 10.1. Caution: Legal Terms Ahead (bulletin board). | |
| Play Legal Bingo (Supplement 10.1). The teacher will read the definition, then you may cover the appropriate legal term. | Supplement 10.1. Legal Bingo (game). | |
| Invite a guest speaker such as a lawyer or realtor to discuss the legal aspects of housing. | | 10.2 Given sample documents, the learner will explain the conditions of the agreements. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Find examples of legal documents related to housing and explain the conditions of the agreements. | Lewis. Housing Decisions, pp. 104-107.<br>Warmke et al. Consumer Decision Making, pp. 388-408.<br>Green. Student Supplement to Consumer Decision Making, pp. 127-130.<br>Maedke et al. Consumer Education, pp. 464-473.<br>Mason. Cases in Consumer Education, Cases 11 & 14. | |

Area: HOUSING Concept: LEGAL ASPECTS

Essential Competency: 11.0 The learner will identify restrictions affecting housing.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Obtain from county or city government the zoning regulations and/or building codes for your particular area. Compare and discuss. | | 11.1 Given government regulations such as zoning codes, building codes, and subdivision regulations, the learner will compare these in relation to restrictions. |
| Read one or more of the selections listed. Explain what codes and regulations are, why they are important, and how they are established. | Lewis. Housing Decisions. 1978, pp. 78-91.<br>Maedke et al. Consumer Education, pp. 450-451.<br>Jelley & Herrmann. The American Consumer, pp. 209-210. | |
| Play the simulation on zoning and other housing restrictions (Supplement 11.1). | Supplement 11.1. Zonopoly (simulation). | |
| Have a debate on the importance of housing codes and regulations and how they affect housing choice. | | |

Area: HOUSING

Concept: ENERGY CONSERVATION

Essential Competency: 12.0 The learner will identify and apply energy conservation criteria and information when selecting housing.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss how the shortage of energy may affect families in the future. Why have new sources of energy not developed more quickly? | Leavit & Leavit. The Energy Crisis: An Introduction. Unigraph, 1977, Part 1. | 12.1 Given a list of general criteria to consider when seeking a home, the learner will select those that are important energy savers. |
| Break into groups and investigate factors that will make a difference in the energy used in operating a household. Ex: size and shape of building; number, size, type, and location of doors and windows; type of building materials used; insulation; color of exterior materials--roofs and siding; heating and cooling systems; location of building in relation to other buildings, trees, etc. Be sure to consider both heating and cooling in relation to energy use. | A variety of materials on energy and housing should be used. | |
| Present reports to the entire class and prepare a list of criteria for selecting energy-efficient housing. | | |
| Ask a builder, fuel company representative, or extension home economist to speak on what to look for in selecting or building in order to save energy. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Prepare a poster on one "energy saver" in housing. Display class posters throughout your community. | | |
| View Filmstrip 4, Managing Planet Earth, and Transparencies 10, 11, and 12. Complete Study Sheets 10 and 11. | Filmstrip 4: Managing Planet Earth; Transparencies 10, 11, 12; and Study Sheets 10 & 11. MANAGEMENT FOR LIVING: RESOURCE MANAGEMENT. Butterick. | |
| Read the pamphlet Our Energy Problems and Solutions. List the self-tests that you could do in your present housing situation or when selecting housing to determine the energy efficiency. Conduct these self-tests as an experiment. | Our Energy Problems and Solutions. Energy Conservation Research, 1977. | 12.2 Given case studies, the learner will list the energy problems and determine a solution for each. |
| Read one or more of the references listed and share ideas with the class on ways to save energy. | Home Energy Savers' Handbook, Federal Energy Administration, 1977.<br>Tips For Energy Savers, Federal Energy Administration, 1977.<br>How To Save Money By Insulating Your Home, National Mineral Wool Insulation Association, 1977.<br>How To Understand Your Utility Bill, U.S. Dep't. of Energy, Office of Public Affairs. | |
| Divide into small groups. Read a case study and determine the particular energy problem and a solution. Exchange with another group and repeat the activity. | Supplement 12.2. Energy Problems (case studies). | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Play the slides and ladders energy game (Supplement 12.2). | Supplement 12.2. Energy Use - Slides and Ladders (game). | |
| Complete Part 2 of the LAP, The Energy Crisis: An Introduction. | Leavit & Leavit, The Energy Crisis: An Introduction, Part 2. | |
| Select and complete activities from Treasures of the Trail. | Treasures of the Trail: A 4-H Leaders Handbook for Program Ideas, W.V.U. Cooperative Extension Service, 1978/79. | |

Area: HOUSING    Concept: AGED AND PHYSICALLY HANDICAPPED PERSONS

Essential Competency: 13.0 The learner will assess housing in terms of use by aged or physically handicapped persons.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Perform tasks in your school while in a wheelchair. Analyze problems encountered. What adjustments in housing would you need if you were physically handicapped? What problems do you think older people encounter? | | 13.1 Given situations and descriptions of housing, the learner will analyze each in terms of accessibility and use by physically handicapped or aged occupants. |
| Ask a local home economist to report to the class on adjusting housing for elderly and physically handicapped persons. (Suggest references listed to the speaker.) | Agan et al. "Adjusting the Environment for the Elderly and Handicapped," Journal of Home Economics. May 1977, pp. 18-20.<br>Congregate Housing for Older People, An Urgent Need, A Growing Demand, pp. 75-79. Office of Human Development Administration on Aging. | |
| Study and discuss physical handicaps and appropriate housing (Supplement 13.1). | Supplement 13.1. Handicaps, Disabilities, and Housing Needs (chart). | |
| Use the checklist as you view and discuss transparencies (Supplement 13.1) Home Features for Aged or Physically Handicapped Persons. | Supplement 13.1. Home Features for Aged or Physically Handicapped Persons (checklist and transparencies). | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Take a field trip to a housing complex for elderly persons. Use the checklist from the previous activity to see if it has all the desired characteristics. | | |
| Listen to a guest speaker from the rehabilitation center or ask a physically handicapped person to speak on housing needs. | | |
| Study the charts on pages 95-103, Housing and Home Care: The Physically Handicapped Student in the Regular Home Economics Classroom. | Redick. Housing and Home Care: The Physically Handicapped Student in the Regular Home Economics Classroom. Interstate, 1976, pp. 95-103. | |
| View picture in Personal Perspectives. Discuss ways the kitchen was changed to meet the needs of the person. | Paolucci et al. Personal Perspectives, p. 278. | 13.2 Given situations, the learner will describe ways to adapt housing for aged or physically handicapped persons. |
| Interview families with an aged or physically handicapped member about their housing adaptations and unsolved problems. Discuss problems in class and try to find solutions. Why is it important to help handicapped and aged persons maintain some independence? | | |
| Find pictures and floor plans of housing and plan ways to adapt for a physically handicapped or elderly person. | | |

# SUPPLEMENTS - HOUSING

NO./TITLE PAGE

1.1 Housing and Mental Development . . . . . . . . . . . . . . . . . . . h-2

3.2 Housing Needs . . . . . . . . . . . . . . . . . . . . . . . . h-4

3.2 Sharing an Apartment. . . . . . . . . . . . . . . . . . . . . h-7

7.1 Renting vs. Owning . . . . . . . . . . . . . . . . . . . . . . h-10

7.2 To Buy or Build . . . . . . . . . . . . . . . . . . . . . . . h-11

7.2 Buying or Building . . . . . . . . . . . . . . . . . . . . . . h-12

8.1 How Do I Go? . . . . . . . . . . . . . . . . . . . . . . . . . h-13

8.1 The Zithers Family . . . . . . . . . . . . . . . . . . . . . . h-15

10.1 Caution: Legal Terms Ahead . . . . . . . . . . . . . . . . . . h-17

10.1 Legal Bingo . . . . . . . . . . . . . . . . . . . . . . . . . . h-18

11.1 Zonopoly . . . . . . . . . . . . . . . . . . . . . . . . . . . h-20

12.2 Energy Problems . . . . . . . . . . . . . . . . . . . . . . . h-25

12.2 Energy Use - Slides and Ladders . . . . . . . . . . . . . . . . h-26

13.1 Handicaps, Disabilities, and Housing Needs . . . . . . . . . . . h-28

13.1 Home Features for Aged or Physically Handicapped Persons . . h-30

Supplement 1.1
HOUSING
(case studies)

## HOUSING AND MENTAL DEVELOPMENT

1. Mrs. Smith does her ironing in the basement of her home. The basement is not finished. The walls are gray cinderblock and the ceiling shows the beams from the first floor. The only furniture is a couple of old card table chairs. By the end of the day Mrs. Smith is exausted from ironing. She is depressed and seems to have no energy left. She can't understand why she can do other types of chores in other parts of the house and not get as tired as she does ironing. What aesthetic factors contribute to Mrs. Smith's tired and depressed feelings? How might her problem be solved?

2. Judy is fifteen years old. She has three brothers and one sister. They live in a seven room house which has small rooms. Judy feels that she never has any peace and quiet in her home. With so many brothers, there is always some activity occurring in the home. Sometimes the noise and commotion is unbearable for Judy. Judy dislikes dinner time most of all. This is the one time when all the family eats together in the small kitchen. The kitchen is painted bright orange. For Judy, dinner time is not very peaceful. What could be done to the kitchen to make it a more peaceful room?

3. Cindy is a quiet and rather reserved girl. She tends to shy away from school activities. Since she doesn't get involved in very many outside activities, she leads an inactive life. She comes home from school and usually retreats to her room. Her room is decorated in red, white, and blue. Her curtains and bedspread have very bright flowers. Why should such a reserved girl want a bright active room? What feelings does Cindy get from this room?

4. Joan is a very active person. She is in many activities at school. She has meetings almost every day at noon. After school, Joan practices cheerleading. She has ballgames to attend two or three times a week. When Joan gets home, she likes to feel that she can relax from the day's excitement. Many times she likes to be alone in her room. What aesthetic qualities and surroundings do you think that Joan would want in her room?

5. Mr. Johnson spends eight hours a day working in an executive office. He often gets very bored from his business surroundings. The day seems very uninteresting and inactive to him. He comes home feeling tired and bored. What type of aesthetic surroundings should be provided for him at home?

6. Jim comes to school feeling tired and indifferent. He doesn't take part in discussion or other activities when he first gets to school. By the middle of the day, Jim seems very active and interested in school activities. He takes part in class discussions and appears to be a different person from the boy he was in the morning. Jim's class room is painted bright yellow and green. There are also colorful wall hangings and flower arrangements in the room. What type aesthetic surroundings do you think Jim has at home? Do you think his school room influences his apparent change? How?

## KEY

1. The drab cinderblock walls and unfinished look of the room contribute to Mrs. Smith's depressed feelings and tiredness. The walls could be painted a bright yellow and a couple of colorful wall hangings could be used. This would give her a more active atmosphere and help her to feel less tired.

2. The kitchen could be toned down with a less active color such as light green or blue. A softer color would help calm down the room.

3. Because Cindy is such a reserved girl, she seems to want action in some form. Her colorful room gives her an exciting feeling, whereas the rest of her life is comparatively dull.

4. Joan would probably want a room that gave her a peaceful feeling. She would probably want soft colors and moderate designs.

5. Mr. Johnson needs at least one exciting room in his home. A room could be painted bright colors. Large printed accessories could add to the excitement.

6. Jim may have very poor aesthetic surroundings at home. His school room helps stimulate his senses to increase his interest and activity level.

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SOURCE: Mary Beth Jordan, Case Studies, Marshall University, HEC 306.

Supplement 3.2
HOUSING
(slides/script)

## HOUSING NEEDS

1. HOUSING NEEDS: Are They the Same For Everyone?

2. Housing needs change with the stage in the family life cycle. What may be a housing need of one kind one day, may become a housing need of a different kind another day. Of course your housing needs don't just change automatically. Various situations can cause the change. The situations shown in these slides depict some of the things that cause changes in your housing needs.

3. The parents of this family are getting a divorce. They will be moving into two dwelling units. If there are children in the family, the housing size will be different depending on whom the children live with. Change in amount of income may necessitate a change in housing.

4. Here is another family in a divorce situation. The children are pre-school age and will live with their father. Their present housing may have to be adapted to accommodate someone to stay with the children while their father is traveling for his job.

5. Single parents have to work in order to support their family. Their income is usually lower because of only one breadwinner, thus they may have trouble finding housing that they can afford. They also need a home that requires low maintainence since they don't have the time or money needed to repair a house or apartment.

6. A childless couple does not usually need as much space as a family with children. They may want to live in an apartment or condominium rather than a single family dwelling. The couple may have more money available for obtaining housing. A childless couple usually spends more on housing and entertainment.

7. This slide represents a "Yours, mine and ours" situation. This family will require more living space and more storage space than before. Some new problems may arise if the children have to share bedrooms, when they previously had separate rooms. What are some other problems that may arise from this housing situation?

8. Housing for a single person does not usually have to be as spacious as that for families. It should provide space for the activities and hobbies of the person. Space for entertaining also needs to be considered.

9. This slide represents an extended family. Sometimes another relative moves in with a nuclear family. What are some rearrangements or adaptations that need to occur?

10. An elderly couple living alone in a house often has special housing needs. Many elderly people have arthritis and have trouble going up and down stairs. Grab bars need to be located at strategic points in the bathroom. Floors need to be non-skid. These are just a few housing needs. Can you think of others?

11. Handicapped persons living alone or with a family have special housing needs. A person in a wheelchair would need doorways 3 feet wide and ramps rather than steps. A person who works from a wheelchair can't reach very high; so cabinets, desks, etc. need to be lower than average. What are some other situations in housing that may need to be adapted?

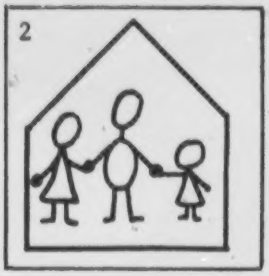
12. The End.

1

HOUSING NEEDS:

Are they the
same
for everyone?

2



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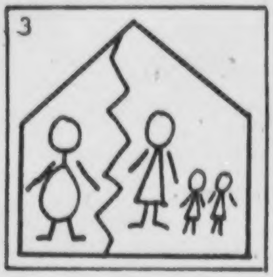

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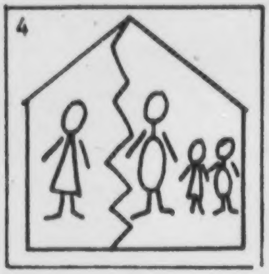

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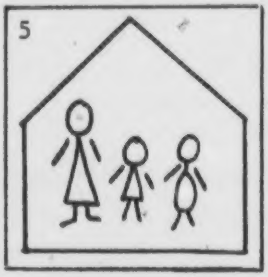

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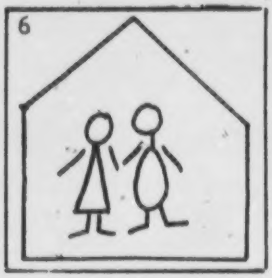

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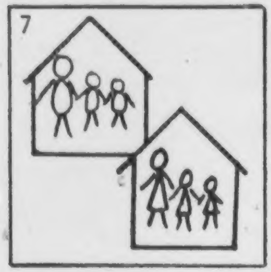

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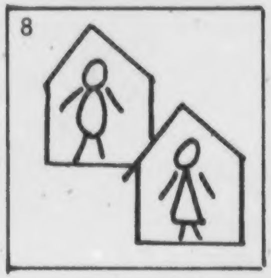

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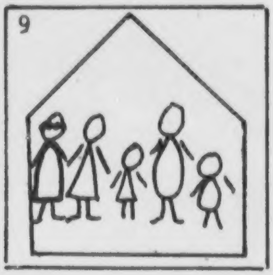

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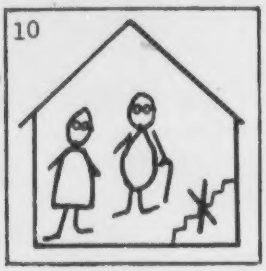

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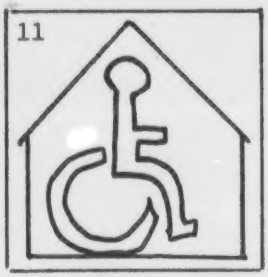

12

The

End

Supplement 3.2
HOUSING
(case study and
floor plans)

# SHARING AN APARTMENT

Directions: Read the case study below and examine the floor plans of the two apartments shown. Evaluate the suitability of each for Jody and Mary.

Jody and Mary were high school friends in Jonesville who decided to share an apartment when they moved to the city following graduation. Jody is a college senior and Mary is a nurse at University Hospital.

Jody has daytime classes and studies four or five evenings each week. She is engaged to Bob, who visits her two or three evenings a week. They usually watch TV or study for a course they are both taking. Their money situation does not permit them to go out very often, and besides they like just being together in the apartment where it is quiet.

Mary works from 11:00 p.m. till 7:30 a.m. She likes to get her work done after she gets off work in the morning and then sleep from 1:00 p.m. until about 9:00 in the evening. That way she is fresh for her night shift at the hospital. She dates on her two days off during the week. Mary is an excellent cook so she often invites her date for dinner on these days.

Mary and Jody must move from their present apartment and have found two apartments within their price range in the neighborhood where they want to live. Which one would best meet their needs? Why?

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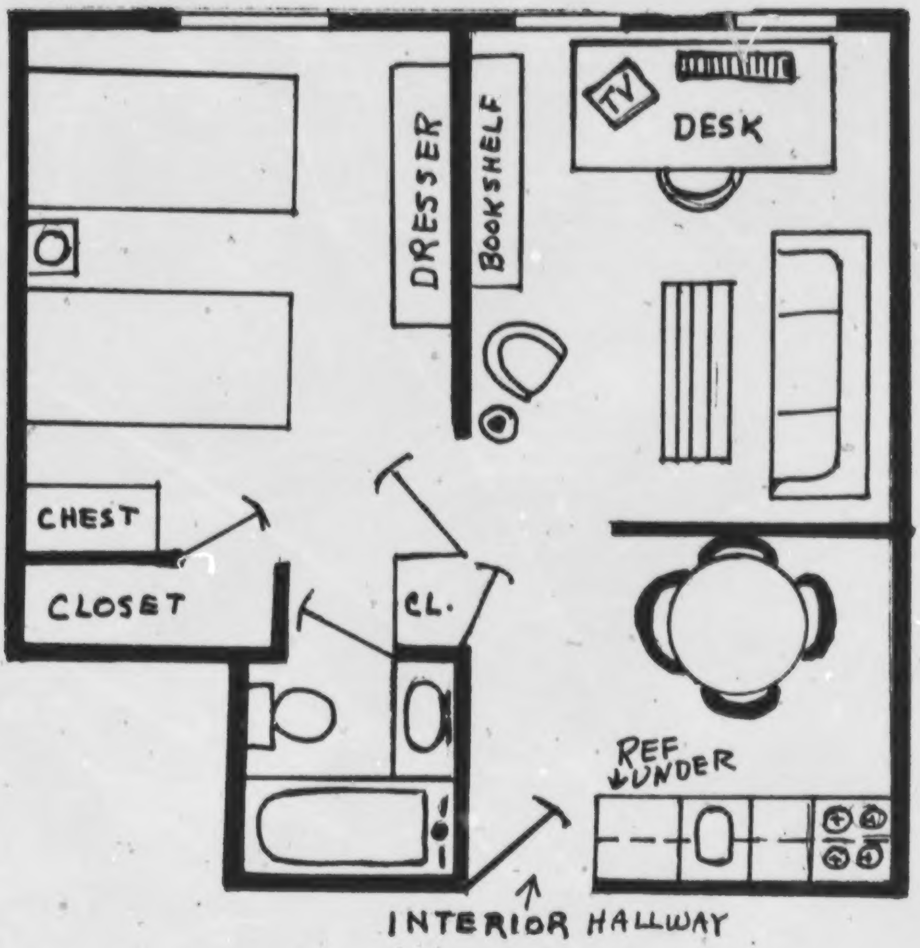
SOURCE: Prepared by Carole A. Vickers for a program at the Vocational Teachers' Conference, August 1978, Morgantown, W.V.


DRESSER
BOOKSHELF
TV
DESK
CHEST
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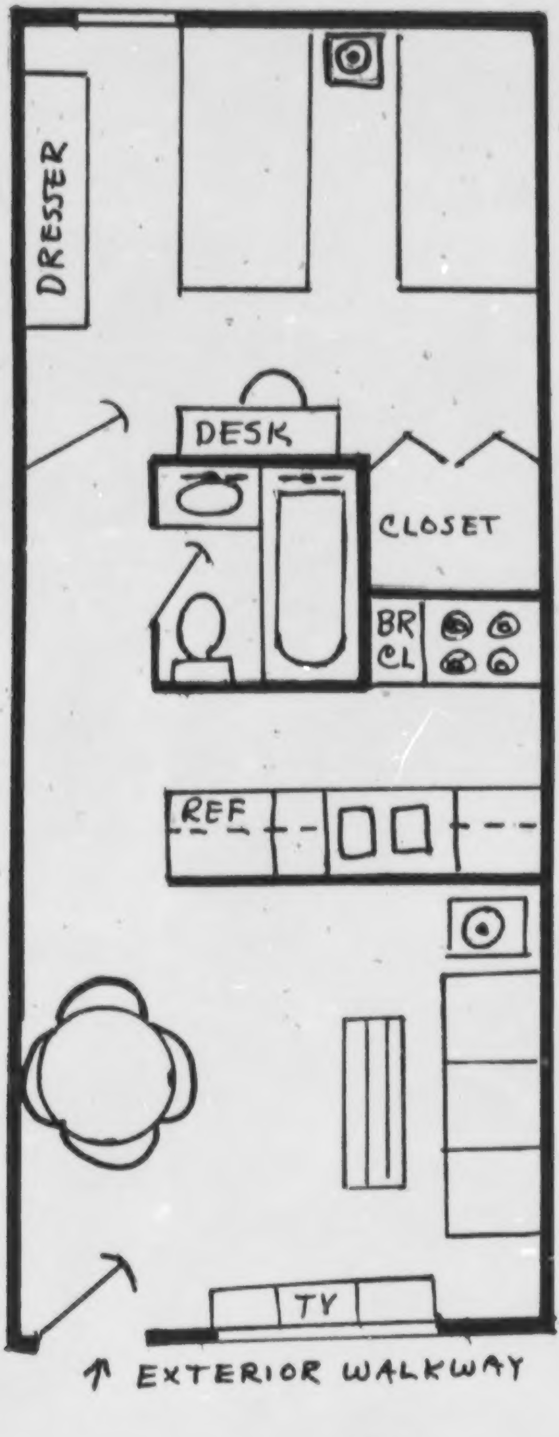
REF UNDER
INTERIOR HALLWAY

APARTMENT A (355 sq. ft.)

352

APARTMENT B (360 sq. ft.)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↑ EXTERIOR WALKWAY

Supplement [illegible]
HOUSING
(situations)

## RENTING vs OWNING

### The Ratcliff Family

The Ratcliffs have rented a home in a suburb of a small city for four years. Only one of their four children still lives at home, the other three live within ten miles. The family could stay in the rented home they now have in a neighborhood they like or purchase a home in another suburb of the city.

### Sandy and Carl

Sandy and Carl have been married a year. They both are employed in secure jobs where they plan to work for many years. They found a house for sale located between their places of employment. They do not plan to start their family for several years.

### Rodreiguez Family

Eden and Carmen Rodreiguez have three children ages 10, 5, and 4. Eden's job involves changing locations every two years. They are moving to a new location that has both housing for rent and for sale.

### Alfred and June

Alfred and June plan to be married soon. They have one child each by a previous marriage. Alfred has just retired from the Air Force and they plan to move back to his old home town for retirement.

# TO BUY OR BUILD

## John and Sue

John has been transferred to a new job and the family will be moving to a new location.

John: Sue, let's build that new house we have always wanted.

Sue: But we must move in two months. How can we build a new house?

## Steve and Mary

Steve and Mary live in Williamson and both have full-time jobs. They need a larger house than the one they are now renting. They would like to build.

Mary: I have ideas about what I would like to use in the new house but there aren't many building supplies available in this area. We will have to go to Huntington and Charleston to buy the things we need.

Steve: We will have to make lots of decisions and many long trips to get everything we need.

## Don and Jane

Don and Jane have been looking at newly built homes.

Don: We will have to be out of our house before summer. We can move into this one in a few weeks.

Jane: The location is good because we will be close to the children's school. I just wish the kitchen were larger.

## Bill and Beth

Bill and Beth have looked at a "used" house that is for sale.

Bill: This house will cost almost as much as it would cost to build a house.

Beth: I realize that. However the draperies and carpet are included with the house. The lawn is in good condition and has lots of shrubs and trees.

## BUYING OR BUILDING

### Stephen and Donna

Stephen and Donna, who are in their early twenties, have been married a year. Stephen has just inherited $15,000.00 which they would like to use to help buy a home. Neither Stephen nor Donna know anything at all about either buying or building a house. They plan to take a crash course of reading and talking to people who know about housing before doing anything. They must decide whether they want to buy or build.

### Mary and Tom

Mary and Tom Brown would like to own their own home. Both like to spend their spare time making their rented home look attractive. They feel that they would enjoy owning their home very much. They have been looking for a house to buy for about a year. None of the homes they find seem to be what they want. Tom, who is an electrician, has had experience working for builders and feels that he can judge the quality of workmanship. Because Mary has found a piece of ground for sale that she feels is just right for them, she thinks that they should consider building. Jim and Mary have a decision to make.

### Clara and Jim

Both Clara and Jim work. Clara teaches English, coaches the girls basketball team, participates in community affairs, and keeps up with her three active children. Jim's job as sales representative for his company keeps him busy traveling. They feel that they are at a point in their lives that they can afford a better house. The question is: should they buy or build?

### Sue Adkins

Sue Adkins, whose husband was killed in an automobile accident two years ago, feels that her large house is no longer suitable for her and her young daughter. She feels that a smaller house in a convenient neighborhood would be less expensive for her to maintain, and would not require her to constantly get things repaired. She can sell her present house and have enough money left after paying the mortgage to finance a small house. She doesn't know whether to buy one or have one built. Since she works, time would be a problem, but Sue is the type of person who likes a challenge. Working for a lawyer has given her knowledge of legal procedures and she feels that at this time in her life, she needs something to be interested in.

### John Johnson

John Johnson has learned that he has been transferred to another city. He must begin his new job in three months. His family must decide what they will do about a place to live. They now own their home and feel that they would not be happy renting. What should they do?

Supplement 8.1
HOUSING
(transparency and
questions)

## HOW DO I GO?

Using the house plan transparency and different colored transparency pens, mark the routes you would follow for each situation.

1. You are in your bedroom. Someone knocks at the back door.

2. You are in the master bedroom cleaning and the phone rings.

3. You need to carry wood to the fireplace.

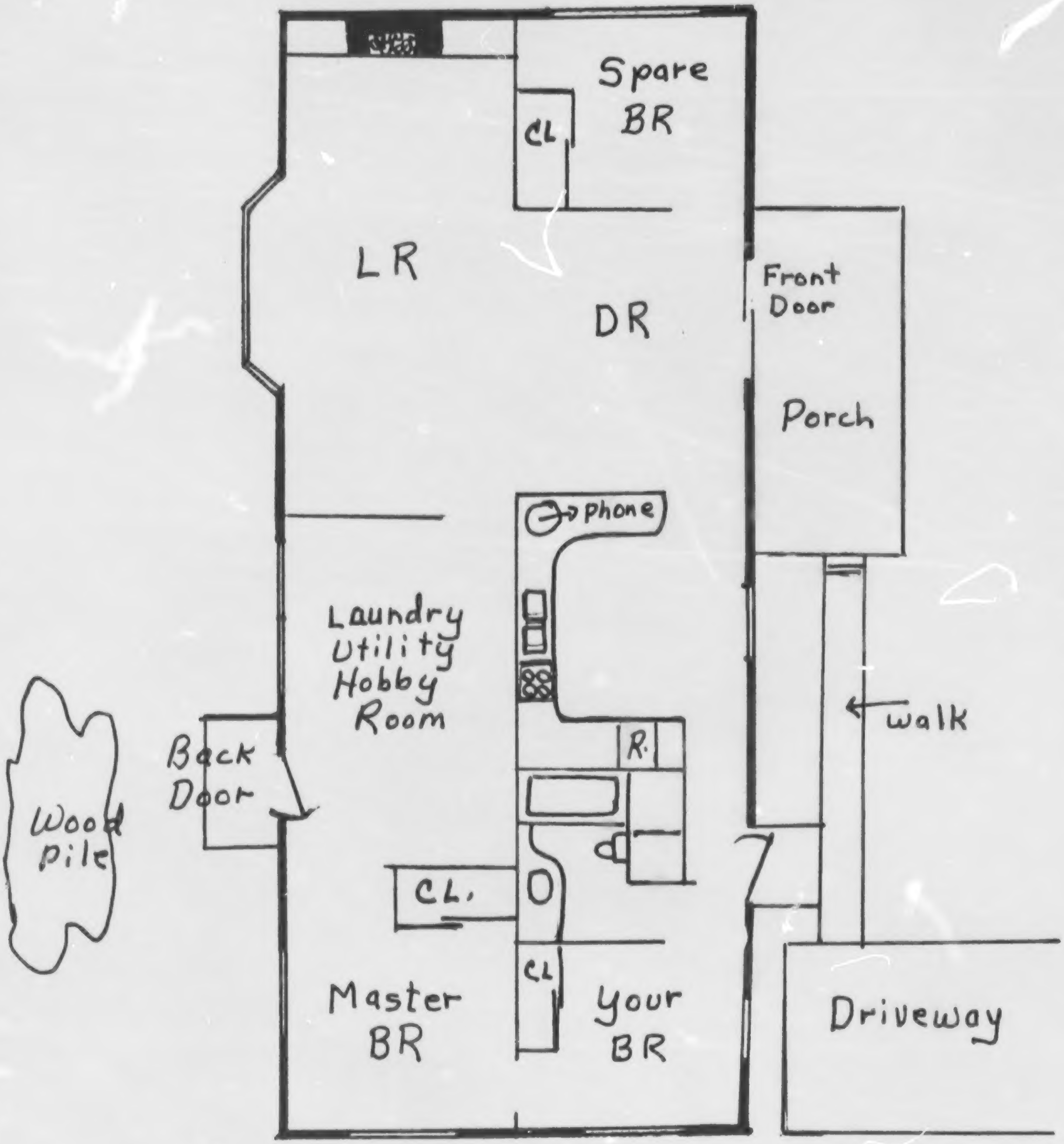
4. You have to put your dirty clothes in the laundry room.

5. You have to carry in the groceries.

6. You are in the backyard and the phone rings. The back door happens to be locked.

What other situations could you think of that might arise in this particular house plan?

Discuss your house in relation to traffic lanes. Can you think of some particular problem areas in doing daily activities?


Spare BR
CL
LR
DR
Front Door
Porch
phone
Laundry Utility Hobby Room
R.
Back Door
Wood pile
walk
CL.
CL
Master BR
Your BR
Driveway

Supplement 8.1
HOUSING
(case study/transparency)

## THE ZITHERS FAMILY

The Zithers Family has just been transferred to a new city. They have looked at several houses and have temporarily decided on the one in the plan shown. The following information describes the members of the family.

Dad: 45 years old, executive in a large oil firm, runs and maintains a stock car for his hobby.

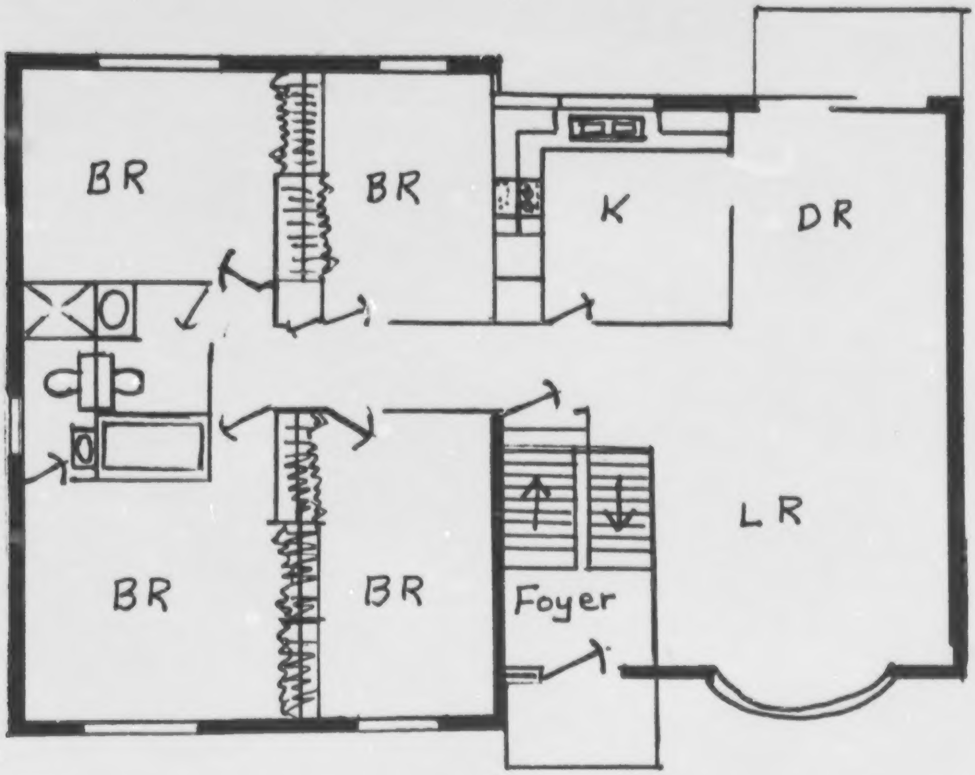
Mom: 42 years old, does volunteer work at the local children's hospital, paints for her hobby.

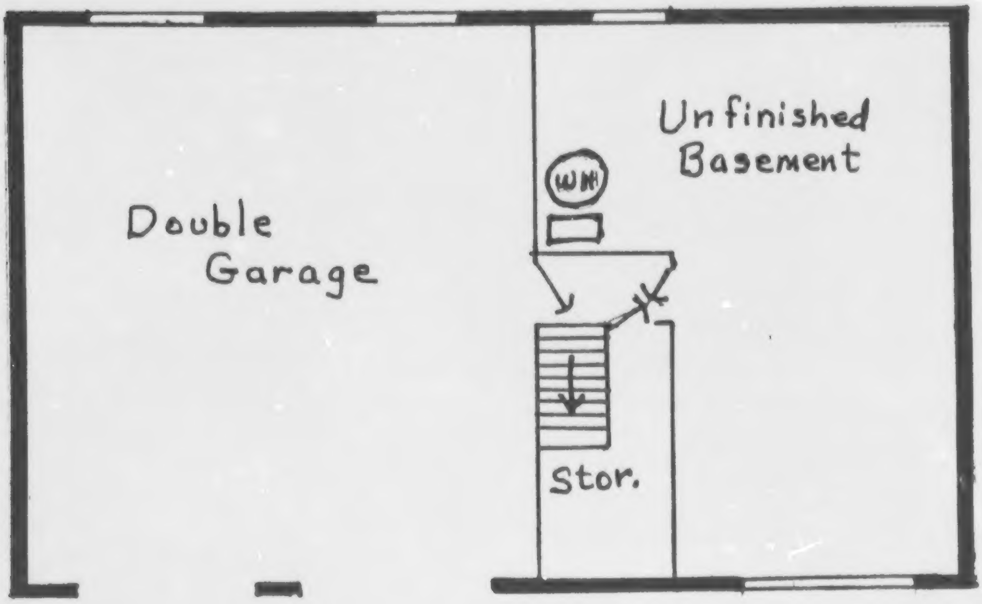
Stan: 16 years old, junior in high school, active in school basketball and track, helps with the stock car, owns a German Shepherd that must have an outside pen.

Rose: 14 years old, freshman in high school, active in Future Homemakers of America, sews for her hobby.

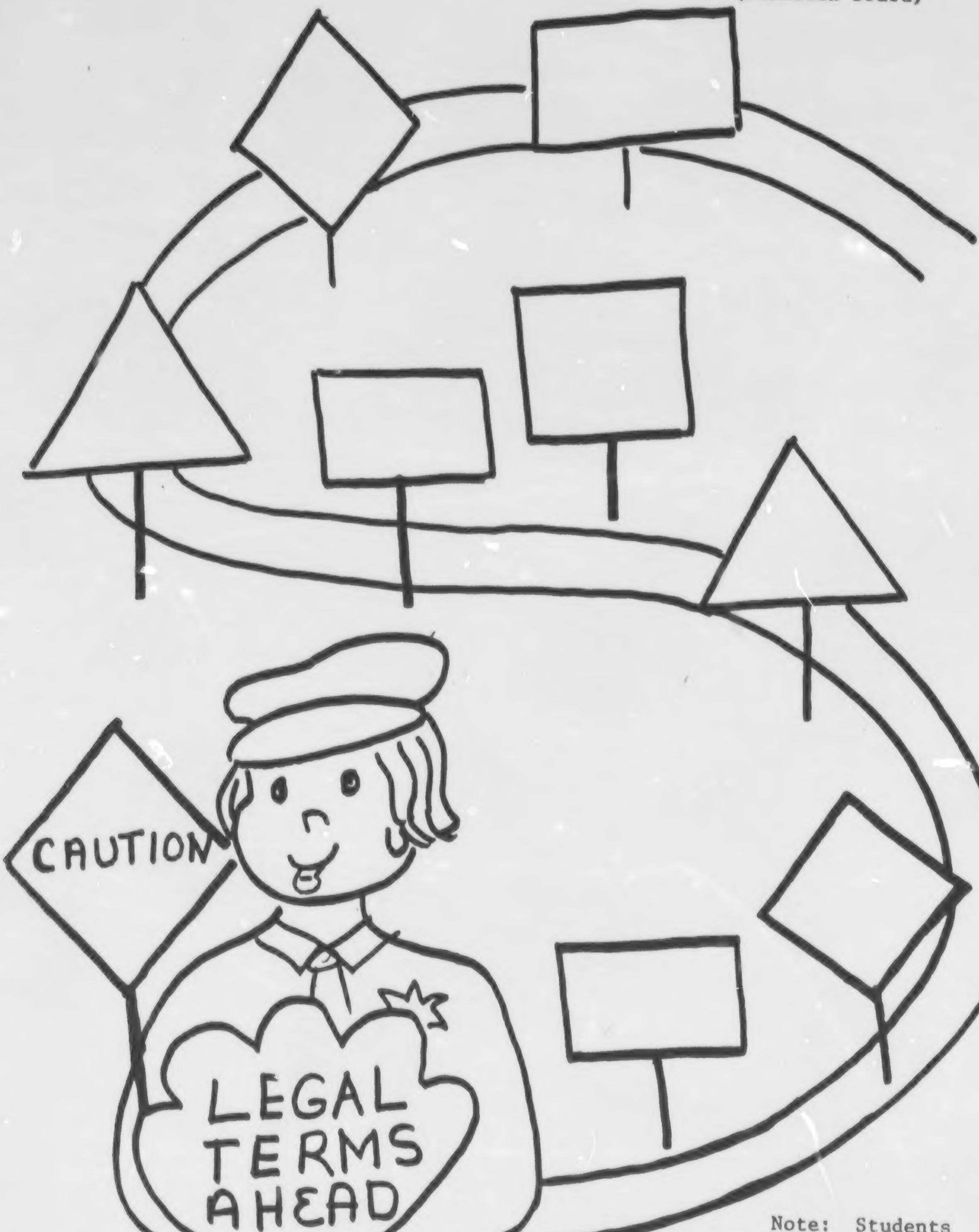
Mark: 10 years old, fourth grade student, active in little league sports, has a beer can collection.

Evaluate this house plan for efficiency, safety, circulation, zoning, energy, and space. Also evaluate in relation to their lifestyles and individual needs. Consult a text book for additional help in assessing how this house plan will meet the needs of the Zithers Family.


BR
BR
K
DR
BR
BR
LR
Foyer


Double Garage
Unfinished Basement
WH
Stor.

Supplement 10.1
HOUSING
(bulletin board)


CAUTION
LEGAL
TERMS
AHEAD

Note: Students insert legal terms in blank signs.

Supplement 10.1
HOUSING
(game)

# LEGAL BINGO

DIRECTIONS for the teacher:

Prepare the Legal Bingo cards using the form on the next page. Place a legal term from the list below in each blank on the cards. Alternate the placement of the terms so that the cards are different.

Use small note cards or pieces of paper to write each term and definition. Place these in a small container and draw out one at a time. Read the definition to the student but do not read the answer.

DIRECTIONS for the student:

You will use small pieces of paper or seeds to cover the appropriate space as your caller reads the definitions for the term. You must then find the correct answer. You may win by filling a line diagonally, horizontally or vertically. You must verify your answers with the caller.

TERMS: for notecards--Use definitions from Lewis- Housing Decisions, pp.331-342.

Abstract of title
Agreement of sale
Appraisal
Assign
Breach of contract
Closing costs
Deed
Down payment
Eviction
Foreclosure
General warranty deed
Landlord or lessor
Lease
Lessee
Mortgage
Special warranty deed
Sublet
Tenant
Title
Title insurance
Quitclaim deed
Real property
Realtor
Renter
Security Deposit
Survey

Supplement 10.1 (cont.)
HOUSING - Legal Bingo
Page 2

| L | E | G | A | L |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | X | | |
| | | | | |
| | | | | |

Supplement 11.1
HOUSING
(simulation game)

## ZONOPOLY

### PREPARATION:

Make several game boards and sets of chance cards. Each student needs $25,000 play money. Read or reproduce the role cards so that each student assumes one of the three roles. More than one student can assume each role in each game if you prefer.

### DIRECTIONS:

Each player will select one role card and receive $25,000 from the bank to begin playing. After the player has become familiar with a role, he/she will assume personality of the character. Throughout the game players are to discuss their reactions to situations. Included with each role card is a description of land ownership which is listed on the game board. Players will begin moving around the board counter clockwise based on number of dice throw. When all chance cards are taken or when an individual goes bankrupt--the game is over. The landowner with the greatest wealth wins!

Students should read "Background Information: The Basics of Zoning" (part of this supplement) in preparation for the game.

### ROLE CARDS:

#### Charlie or Charlene

You are 30 years old and the owner of the Dependable Department Store on Grand Street. Your spouse helps you to manage the store and someday you plan for your three children to take over your business. You live in "The Residential Section" in town in a three bedroom brick home. You are very pleased with your home and very proud of the high quality neighborhood in which you live. Now continue to see how zoning can affect you. . ..

#### Henry or Henrietta

You are a 25-year old single adult who is working at the Industrial Industries Factory. You make a high salary at the factory and have decided to buy a condominium. You feel that in this way you will be spending your money toward land ownership and yet will not be responsible for the property upkeep. You plan to stay here until your marital status changes. Now continue to see how zoning can affect you. . ..

#### Joe or Josephine

You are a worker at the Not-the-Best Industries and have been trying to get a job at Industrial Industries, but so far have received no information on the job. You are 32 years old and have two children. One child has been very sick for several months so you have very high doctor bills. Your spouse cannot work because of taking care of the children. You live in a duplex which is not in the best of neighborhoods. Now continue to see how zoning can affect you. . ..

---

SOURCE: Developed by Teresa Douglas, Marshall University.

Chance Cards -- Make two sets of chance cards for each game board (use one set in each stack). Develop more chance cards as needed.

---

You need to improve your building to meet regulations. Pay $5,000.

The corner grocery is moving next door. Your property value will depreciate $1,000. Pay the bank!

The corner grocery is moving next door and they want to buy your extra lot for a parking space. You get $1,000 from the bank.

An industry wants to move into your neighborhood and buy some of your extra lots. You get $7,000.

The Casanova Club opens up in your neighborhood. This lowers your property value $1,000. Pay the bank!

Tracy's Trailer Park opens up in your neighborhood, lowering your property value. Pay the bank $2,000.

You forgot to lock the doors of your home and someone stole your stereo. Go back home and wait two turns.

The Industrial Industries Company is expanding into your neighborhood and will need larger energy lines, so you will have to pay $100 to the bank.

City zoning allows trailers so you put a trailer on a lot and rent it. You get $1,500 from the bank.

Your buildings need $500 in repairs for which you have received a grant. You get $500 from the bank!

That lot Grandma left you is worth a bundle now that the Shopping Mall wants to buy it. The bank gives you $5,000.

You did not pay that property tax! You lose a turn and $500.

You sold that piece of property Uncle Bob gave you to an industrial firm. You get $15,000.

You decided to build a duplex on that lot beside you--you get $1,500.

You live in an exclusive section of town, but an ice cream store just opened on the corner! Your property depreciated $5,000!

Because you live in the city zoning limits, you get your street paved. That is a bonus of $50 to you!

Because you live in the city limits, the people next door cannot build that workshop--this saves your property value $450!

## BACKGROUND INFORMATION: THE BASICS OF ZONING

Zoning regulates the use, building structure height, and the maximum land area for building improvements. Actually there are two types of zoning: directive zoning assists the direction of growth and protective or restrictive zoning protects land use.

The typical zoning ordinance establishes three basic districts: residential, commercial, and industrial. These districts were set up to prevent the mixing of incompatible land uses and to insure that areas were divided so that "expensive public service facilities such as major utility lines and heavily paved streets are restricted to those areas where these facilities exist or are planned to be installed." *

Residential districts are the most numerous and include the largest and higher quality land areas. There are basically three types of districts within the residential district. The first type is a single family dwelling; the second type permits single and double family dwellings; while the third type permits multiple dwellings. Residential districts exclude non-residential uses such as industry and if ordinances are established to permit industrial use, there are extensive restrictions for such areas. Commercial areas are also excluded from residential areas, not only because of aesthetic value but also due to public health, safety, and welfare.

Commercial zones include retail shops, heavy commercial establishments, and local convenience stores.

In the past industrial districts and unrestricted districts were often interchangeable. This led to industrial slums. Today adequate zoning includes consideration of industry's special location needs; servicing and land requirements; light, heavy or intermediate uses; research and development activities; as well as the potential nuisance to other districts.

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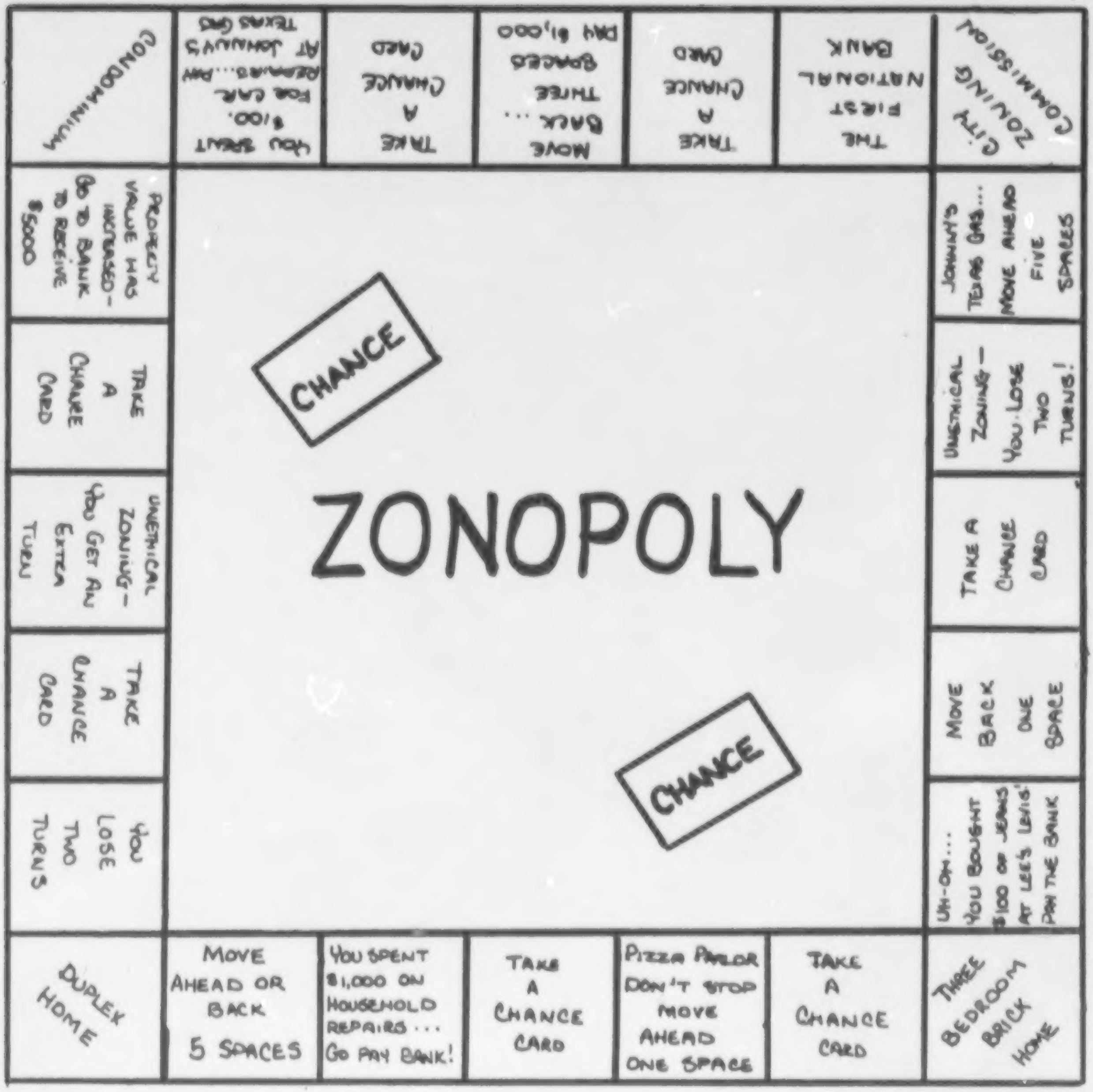
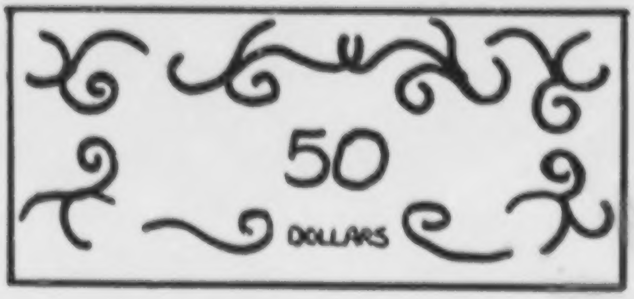
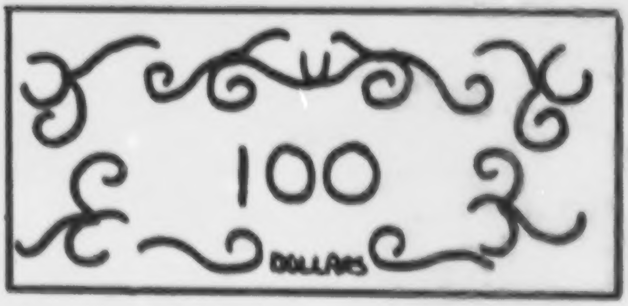
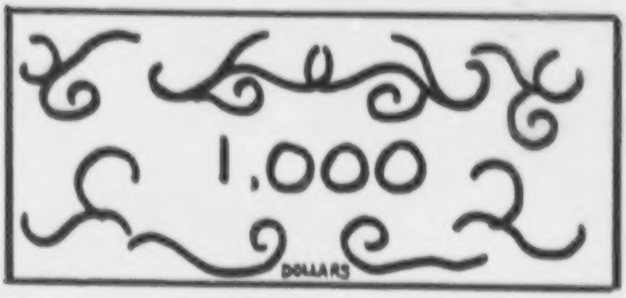
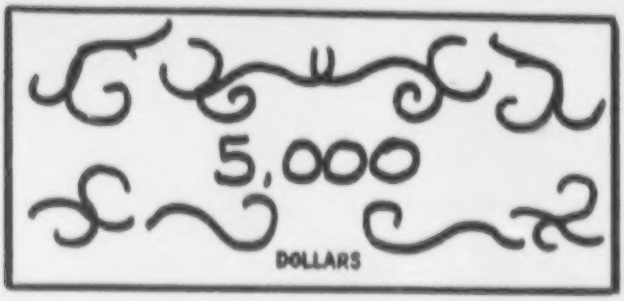
*Robert W. Burchell and James W. Hughes, Planned Unit Development: New Communities American Style, (New Jersey: MacCrellish and Quigley, 1973), page 17.


ZONOPOLY
CHANCE
CHANCE
DUPLEX HOME
MOVE AHEAD OR BACK 5 SPACES
YOU SPENT $1,000 ON HOUSEHOLD REPAIRS... GO PAY BANK!
TAKE A CHANCE CARD
PIZZA PARLOR DON'T STOP MOVE AHEAD ONE SPACE
TAKE A CHANCE CARD
THREE BEDROOM BRICK HOME
UH-OH... YOU BOUGHT $100 OF JEANS AT LEE'S LEVIS! PAY THE BANK
MOVE BACK ONE SPACE
TAKE A CHANCE CARD
UNETHICAL ZONING — YOU LOSE TWO TURNS!
JOHNNY'S TEXAS GAS... MOVE AHEAD FIVE SPACES
CITY ZONING COMMISSION
THE FIRST NATIONAL BANK
TAKE A CHANCE CARD
MOVE BACK... THREE SPACES PAY $1,000
TAKE A CHANCE CARD
YOU SPENT $100. FOR CAR REPAIRS... PAY AT JOHNNY'S TEXAS GAS
CONDOMINIUM
PROPERTY VALUE HAS INCREASED — GO TO BANK TO RECEIVE $5000
TAKE A CHANCE CARD
UNETHICAL ZONING — YOU GET AN EXTRA TURN
TAKE A CHANCE CARD
YOU LOSE TWO TURNS


50
DOLLARS


100
DOLLARS


1,000
DOLLARS


5,000
DOLLARS

Supplement 12.2
HOUSING
(case studies)

# ENERGY PROBLEMS

## Mrs. Maynard

Mrs. Maynard did not like to wear heavy clothing indoors during the winter. She preferred a lightweight cotton house dress; therefore, she had to keep the thermostat set at 72-75°F.

## Suzette

Suzette lived alone in an apartment with laundry facilities in her kitchen. Her mother has always done laundry twice a week for her family of six, so Suzette did her laundry twice a week also.

## Todd

Todd likes to relax by taking a 15-minute hot shower every day after work.

## Mr. Lassak

Mr. Lassak, an advocate of fresh air and sunshine for good health, insisted that curtains and draperies in his home be kept open at all times. He also insisted that windows be left slightly open to allow air to circulate freely.

## The Parsons Family

Mr. and Mrs. Parsons needed a new water heater. They selected the largest one available and had the service man set it at the highest setting. The two of them wanted to be sure they would always have plenty of hot water.

## Mrs. Green

Mrs. Green and her husband planned to have steaks cooked outside on the grill, tossed salad, and baked potatoes for dinner. She hated to get her toaster oven out from under the counter so she put the potatoes in her regular oven to bake.

## Mr. MacGregor

Mr. MacGregor is an avid golfer. He uses his lawn as a putting green for practice. To keep it in top condition, he cuts it every other day with his power mower.

Supplement 12.2
HOUSING
(game)

## ENERGY USE - SLIDES AND LADDERS

Rules:

1. Each player chooses a different colored playing piece. These may be colored pieces of paper, buttons, etc.

2. Throw the die to see who goes first. The player throwing the highest number gets to go first.

3. Place all playing pieces on square number one. Taking turns, each player throws the die (one) and moves the number of spaces indicated, Play moves to the left.

4. If you land on a ladder, move to the top of the ladder.

5. If you land on a slide, move to the bottom of the slide. Ladders lead up. Slides lead down.

6. Two or more players may land on the same square at the same time.

7. You may reach square number 88 only by an exact throw of the die.

8. The first player to reach square 88 wins.

Captions for Game Board:

3 - You had heating system checked.

10 - You set thermostat at 68°.

16 - You close doors to unheated parts of the house.

25 - You over wash your clothes.

30 - You wash a small amount of dishes.

35 - You fix leaky faucets.

53 - You take showers.

64 - You cook on high heat.

66 - You wash only full loads of laundry.

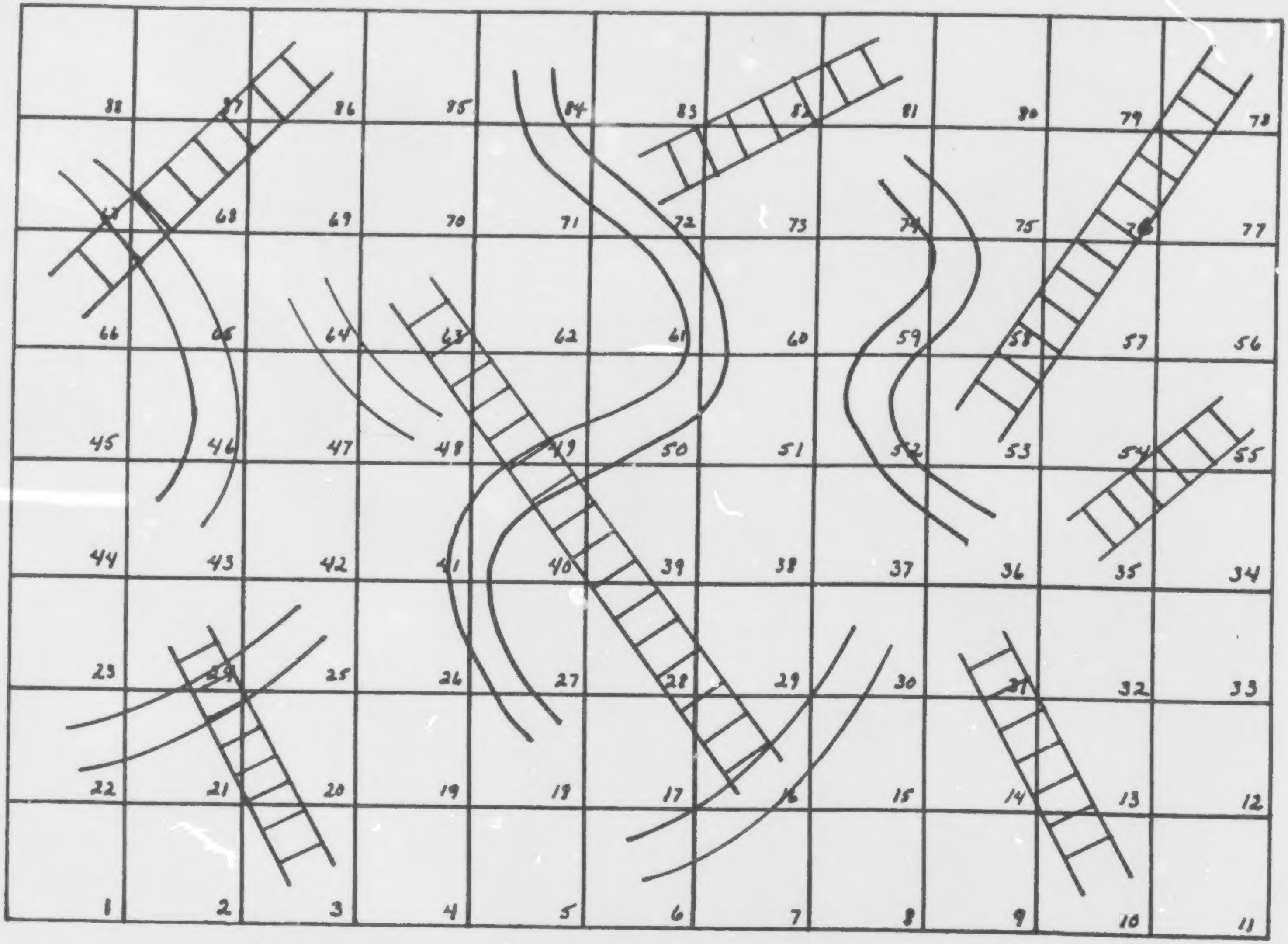
67 - You block registers with furniture.

72 - You turn off the TV when you're not watching it.

74 - You heat the attic.

84 - You leave the lights on.

Supplement 12.2 (cont.)
HOUSING - Energy Use - Slides and Ladders
Page 2


88 87 86 85 84 83 82 81 80 79 78
67 68 69 70 71 72 73 74 75 76 77
66 65 64 63 62 61 60 59 58 57 56
45 46 47 48 49 50 51 52 53 54 55
44 43 42 41 40 39 38 37 36 35 34
23 24 25 26 27 28 29 30 31 32 33
22 21 20 19 18 17 16 15 14 13 12
1 2 3 4 5 6 7 8 9 10 11

Supplement 13.1
HOUSING
(chart)

## HANDICAPS, DISABILITIES, AND HOUSING NEEDS

| Handicap | Disability | Appropriate Housing |
|---|---|---|
| Mild Ambulant | Some limitations such as walking with cane, braces, or other orthopedic devices. Usually relatively independent. | Normal range of housing options. Special design features desirable but not essential. Residential group home is an option (small), of project type or free standing. |
| Mid- or Moderate-Semi-Ambulant | Impairments that cause individuals to walk with difficulty or insecurity and with assistance of mechanical aids, such as prosthetic devices, metal braces, artificial limbs, canes, walkers, crutches, (e.g., disabilities caused by amputations, polio, arthritis, spastic conditions, cardiac ills). Relative independence possible with proper training in use of supportive devices. | Independent living in normal housing with special design features and some personal care available as well as emergency medical assistance. Some occupational training may be necessary. Housing options: normal home or apartment, or small group homes properly designed and serviced. Excessive concentrations of the handicapped undesirable. Intergration of small groups with more normal people. |
| Severe Non-Ambulatory | Impariments that, regardless of cause, for all practical purposes confine individuals to wheelchairs (e.g., paraplegia). Relative independence possible with training and a degree of personal care. | May live in own home, a group home or apartment; new or existing if adapted or specially designed; and, if needed, social, medical, and other services are provided, including vocational rehabilitation and transportation. Barrier-free environment essential. Housing integrated into community desirable, whether existing or new, large or small structure. |

| Handicap | Disability | Appropriate Housing |
|---|---|---|
| Visual Disability | Total blindness or impairments affecting sight so that individual is insecure or exposed to danger. | May live in own home, a group home, or apartment, new or existing, if appropriately designed to help blind find way around and gain security and if appropriate care is provided. Integration with community desirable. Large groupings of blind to be avoided. |
| Aural Disability | Deafness or hearing handicaps that might make an individual insecure because he is unable to communicate or hear warning signals. | May live in own home, a group home, or apartment, new or existing or with family, if appropriate care and training are provided. Integration into community desirable. Large groupings of deaf to be avoided. |

SOURCE: Adapted from chart compiled by M. Carter McFarland, Housing Consultant, International Center for Social Gerontology, Washington, D.C., in Marie M. Thompson, Housing and Handicapped People. President's Committee on Employment of the Handicapped. Washington, D.C. 20210. 1976, p. 45.

Supplement 13.1
HOUSING
(checklist/transparencies)

## HOME FEATURES FOR AGED OR PHYSICALLY HANDICAPPED PERSONS

____ 1. No step at entry.

____ 2. Master light switches at 3 points.

____ 3. Non-skid floors throughout.

____ 4. All doors and hallways at least 3 feet wide.

____ 5. All light switches and doorknobs 36 inches above floor level.

____ 6. All electrical outlets 18 inches above floor level.

____ 7. Dressing seat next to bathtub.

____ 8. Strategically located grab bars in bathroom for safety.

____ 9. Lower cabinets in kitchen raised off floor, upper cabinets within easy arm's reach.

____ 10. Low sink permits sit-down washing.

____ 11. Pull-down lighting fixtures make bulb replacement easy.

____ 12. Perimeter heat for warm floors.

____ 13. Extra storage space in garage.

____ 14. Hobby-workshop area in garage.

____ 15. All outdoor water faucets at least 24 inches above ground.

____ 16. Wide roof overhang to protect walkways.

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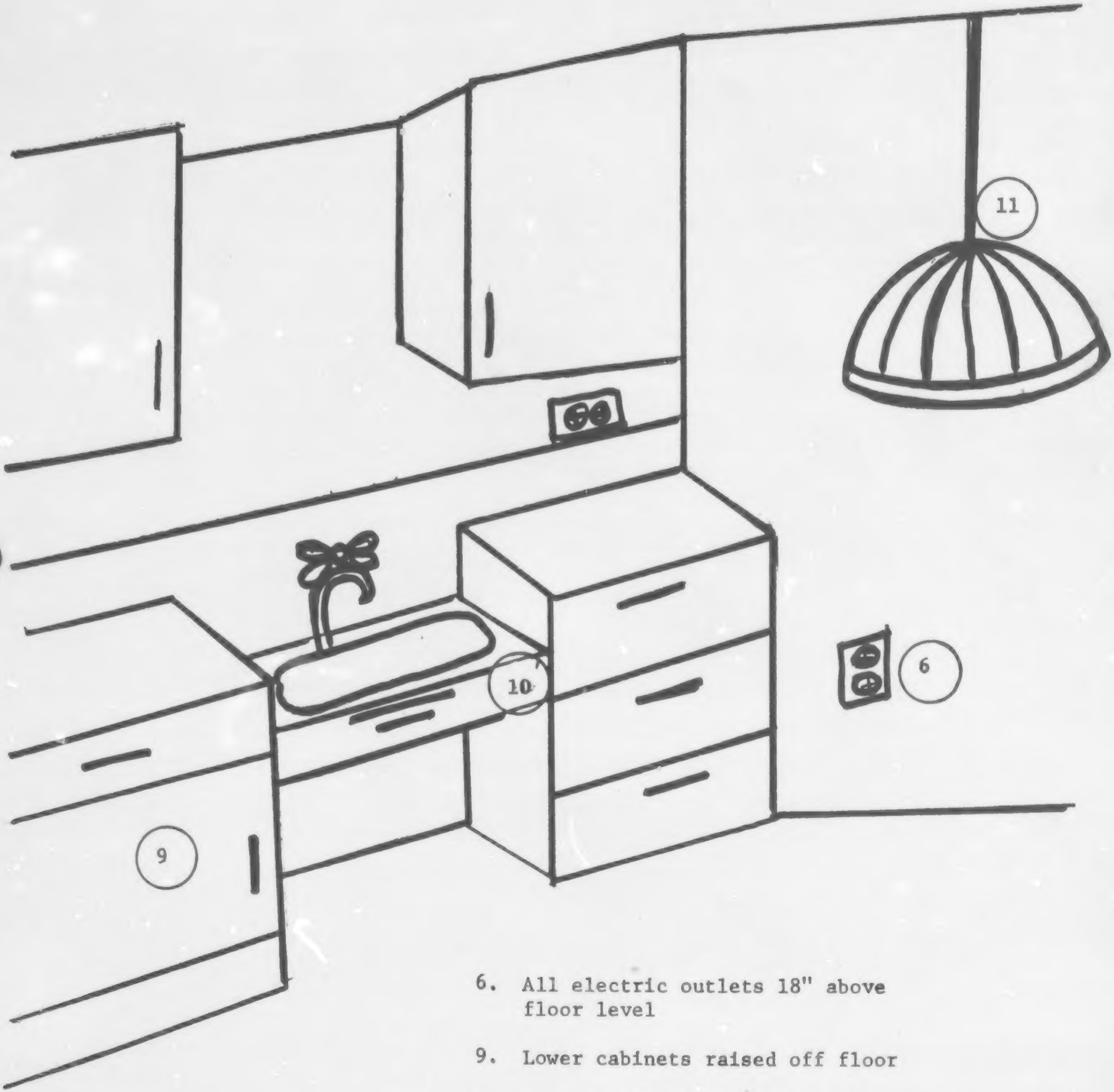
SOURCE: House of Freedom Advisory Committee, White House Conference on Aging, 1960.

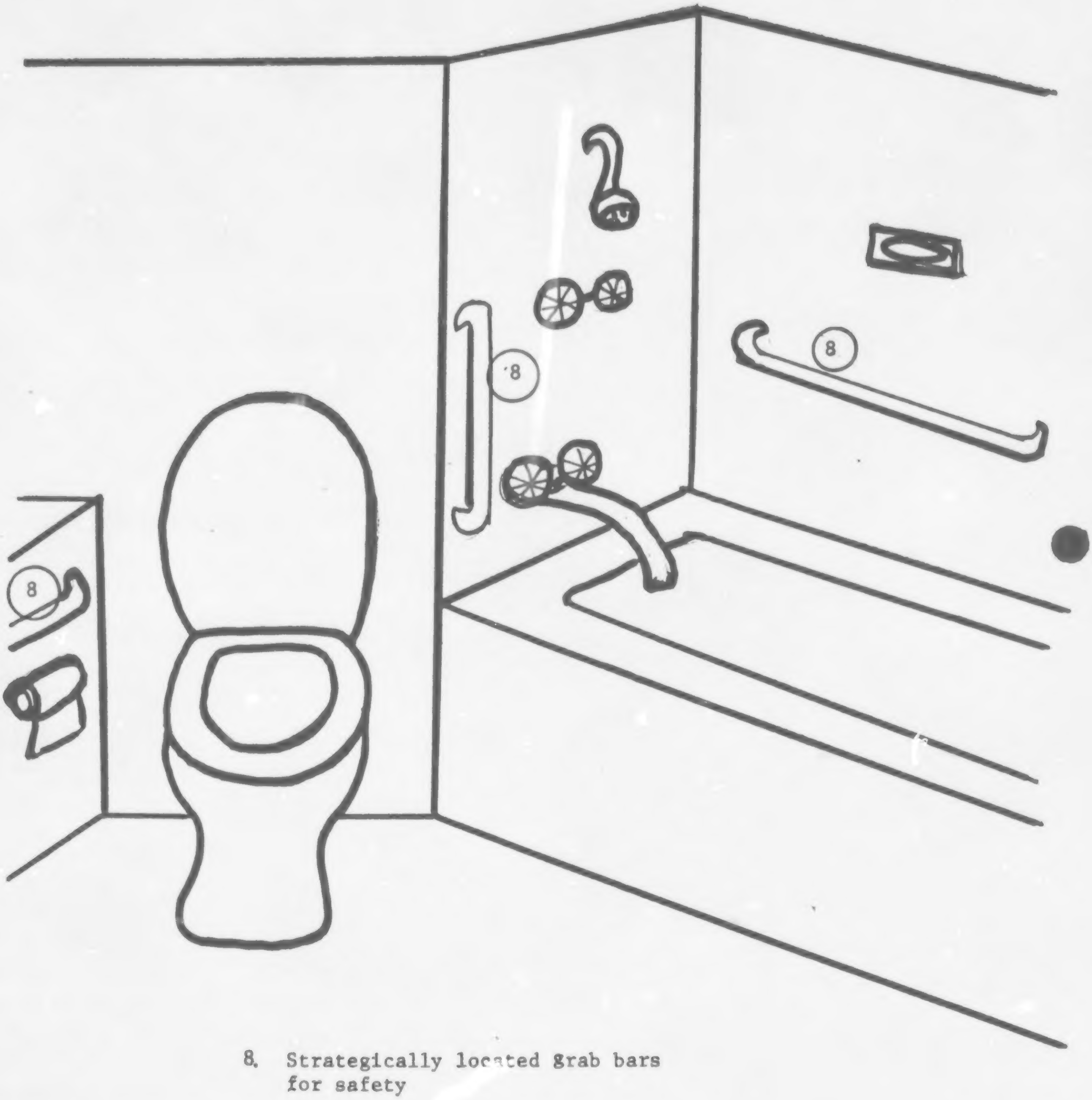


6. All electric outlets 18" above floor level

9. Lower cabinets raised off floor

10. Low sink permits sit-down dishwashing

11. Pull-down lighting fixture makes bulb replacement easy



8. Strategically located grab bars for safety

# PARENTING

The Parenting Unit distinguishes between parenthood and parenting as functions of adulthood. Parenthood is presented as a choice to be made. Populating the earth is no longer a concern, but overpopulating it is. Most of the reasons people once desired large families no longer exist in the developed nations of the world. The birthrate has accordingly dropped in the US so that zero population growth will be achieved in about 40-50 years if the present trend continues. With families having fewer children, there is growing concern for the quality of parenting. Many people assume parenting roles, whether or not they are parents.

Even though the birthrate has dropped in the US, it is still increasing among the teenage population. The pregnancy rate among white 9-15 year old girls has increased by 50 percent within the last few years. The rate of increase among older teenage girls is less startling, but is still too high. Pregnancy is the leading reason high school girls drop out of school. The physical, social, and economic consequences of childbearing for teenage mothers and their babies are severe. The life script of the teenage mother has already been written.

One out of five babies is born to a teenage mother in this country. The maternal death rate is higher than that among mothers in their 20's. Prolonged labor and other complications are also more frequent among teenagers. The infant mortality rate is higher and birth defects more common when the mother is under 20. Low birth weight is a common occurence.

Some girls have repeated abortions. Others marry but only one out of four teenage marriages survives. Teenage mothers who keep their babies are likely to be head of a single parent family for at least part of the time the children are growing up.

Traditionally, males in our society learn that their main responsibility toward children is economic. This unit helps males examine other roles and responsibilities in relation to parenthood. Emphasis on learning parenting skills will help males assume these roles more successfully.

Abuse and neglect often result from inadequate preparation for parenthood. Parents find that children do not meet their expectations, they make demands, or are weaker objects on which parents can vent their own frustrations about life. Ninety percent of the child abusers were abused as children. Thus, we have opportunity to break this vicious chain of abuse by helping teenagers better understand the responsibilities of parenthood and what babies and children are really like.

Other concepts included in this unit are: Family Planning, Prenatal and Postnatal Period, Responsibilities of Parents and Children, Special Parenting (foster, adoptive, and step-parents), and Single Parents. The section on Responsibilities of Parents and Children incorporates competencies related to helping children develop, communication with children, and types of discipline. Cost of childbearing and childrearing is also included.

Area: PARENTING

Concept: DEFINE PARENTING

Essential Competency: 1.0 The learner will define parenting.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the filmstrips from PARENTING: FATHERS, MOTHERS, AND OTHERS. Discuss questions from the guide. | Filmstrip: PARENTING, FATHERS, MOTHERS, AND OTHERS. J. C. Penney. | 1.1 Given a series of pictures, the learner will indicate the roles of the parenting figure. |
| Complete the questionnaires, Who Does the Parenting? and Child-rearing Role Questionnaire (Supplement 1.1). Take the latter home to discuss with your parents or other parenting persons. Help tabulate results and discuss in class. | Supplement 1.1. Who Does the Parenting? (Questionnaire).<br>Supplement 1.1. Child-rearing Role Questionnaire. | |
| Read and complete the activity Parts People Play. | Activity Sheet: Parts People Play. PARENTING: FATHERS, MOTHERS, AND OTHERS. | |
| Read a selection on the roles of mothers and fathers in one of the suggested readings. List roles that suggest parenting to you. | Landis. Your Marriage and Family Living. McGraw-Hill, 1977, pp. 247-268.<br>Sasse. Person to Person. Bennett, 1978, pp. 165-188.<br>Hurlock. Child Growth and Development. McGraw-Hill, 1978, pp. 33-44. | |
| Write an essay entitled When I Become a Parent or If I Were a Parent. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read and complete the activity Yes, No, Maybe So. | Yes, No, Maybe So. PARENTING: FATHERS, MOTHERS, AND OTHERS. Butterick. | 1.2 The learner will cite ways in which he or she has fulfilled the parenting role. |
| Read case studies from Parenting Roles and determine who was doing the parenting. | Supplement 1.2. Parenting Roles (case studies). | |
| Help construct a bulletin board titled, What Kind of a Parent Would You Like To Be? by answering that question. Cut out a silhouette of a gingerbread person and decorate as male or female. Using your answer, write it on the silhouette or on a small piece of paper. Place on bulletin board. Discuss your answers when completed | Idea for bulletin board illustrated in: 1976 Guide to Bulletin Boards and Games: Forecast for Home Economics (Dec. 1976, Vol. 21, No. 4) p. F-32. | |
| Divide into groups of 3 to 5 students and do Role Plays on Parenting (Supplement 1.2). | Supplement 1.2. Role Plays on Parenting. | |
| Make a collage using pictures from magazines to represent your ideas of parenting. | | |

Area: PARENTING Concept: PARENTHOOD - A CHOICE

Essential Competency: 2.0 The learner will demonstrate knowledge of the reasons for having or for not having children.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Take the Parenthood Pre/Post Test (Supplement 2.1). Take again at the end of the unit to see how your attitude changes. | Supplement 2.1. Parenthood Pre/Post Test. | 2.1 Given case studies, the learner will identify reasons persons in the case studies chose either to have or not to have children. |
| Divide into buzz groups and list reasons people choose either to have or not have children. (Examples--threat of overpopulation; to save a shaky marriage; financial insecurity; prove masculinity or femininity.) | | |
| Read from one or more of the selected readings. Make notes of reasons for having or not having children. | Gordon & Wollin. Parenting: A Guide For Young People. Oxford, 1975, pp. 5-28.<br>Paolucci et al. Personal Perspectives. McGraw-Hill, 1978, pp. 419-423.<br>Landis. Your Marriage and Family Living. McGraw-Hill, 1977, pp. 289-310. | |
| View and discuss the filmstrips Tomorrow Happens Today or More Than Love to find reasons for having or not having children. | Filmstrips: Tomorrow Happens Today and More Than Love. March of Dimes. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Have a speaker (a psychologist, someone from Mental Health, etc.) discuss reasons why people have or don't have children. Or have a panel of couples who made different choices. | | |
| Read the case studies Choosing Parenthood (Supplement 2.1). Find reasons in each case for having or not having children. Would you have made the same choice? | Supplement 2.1. Choosing Parenthood (case studies). | |
| Review the case studies Choosing Parenthood (Supplement 2.1) and determine if each case had a valid reason for having or not having children. Do you agree with their reasons? | Supplement 2.1. Choosing Parenthood (case studies). | 2.2 Given case studies, the learner will list reasons the persons in the case studies should or should not have children. |
| Listen to a guest speaker (ie: genetic counselor, doctor) and note the genetic influences concerning the decision of whether or not to have children. | | |
| Research a topic related to genetics or other prenatal factors that might result in birth defects. Present to class. You may use films and filmstrips in your report. Possible topics:<br>- Hemophilia<br>- Diabetes<br>- Thalidomide<br>- Rh Factor<br>- Cooley's Anemia<br>- Sickle Cell Anemia (continued) | Pamphlets: The National Foundation March of Dimes<br>- Genetic Counseling<br>- Fast Facts About Sickle Cell Anemia<br>- Cooley's Anemia and Birth Defects Prevention<br>- Tay-Sachs Disease and Birth Defects<br>- Birth Defects: The Tragedy and the Hope | |

P-5

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| - Tay-Sachs Disease<br>- X-ray<br>- Toxioplasmosis<br>- Drugs<br>- Alcohol | Filmstrips and movies: March of Dimes.<br>- Sickle Cell. . . An Inherited Disease<br>- From Generation to Generation: Genetic Counseling<br>- Born Hooked<br>- Alcohol: Crisis for the Unborn<br>- Now That April's Here | |
| | Gordon & Wollin. Parenting: A Guide For Young People, pp. 54-58. | |
| Read selections from Current Life Studies, March 1978 (theme of this issue--Digging Your Roots). Try to determine what information is important in making the choice of parenthood. | Current Lifestudies. March 1978. | |
| Review or complete Obstetric-High Risk Score Sheet (Supplement 2.2) | Supplement 2.2. Obstetric-High Risk Score Sheet. | |
| Write down your guess as to the cost of having a child and rearing a child. Compare answers with those given by classmates. | | 2.3 Given a price chart and other resources, the learner will compute the cost of having and rearing a child. |
| Read "What Does My Baby Need?" in Prenatal Care. List items you think are essential. | Prenatal Care. Children's Bureau, 1973. | |
| Break into groups and discuss The New Baby Checklist (Supplement 2.3). What is essential? Add to or delete items. Compare notes with other groups. | Supplement 2.3. The New Baby Checklist. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Divide responsibility within class and investigate local costs for having and outfitting a baby. Report your findings and total the cost. How does the total compare with your original guess? | | |
| Listen to a guest speaker (new parent or hospital staff member) on hospital costs. What does insurance cover? | | |
| Select a picture of an item a baby needs, add the cost, and place on the bulletin board The Financial Scale of Life (Supplement 2.3). | Supplement 2.3. The Financial Scale of Life (bulletin board). | |
| Find references estimating the cost of rearing a child (to age 18 or through school). If estimates are several years old, adjust for changes in cost of living. Discuss variations related to family's level of living. | Clark. The Cost and Value of America's Children: A Teaching Module. Population Reference Bureau.<br>Interchange. Population Reference Bureau.<br>Find articles listed in Reader's Guide or Education Index. | |

Area: PARENTING Concept: PARENTHOOD - A CHOICE

Essential Competency: 3.0 The learner will analyze various social and cultural factors and their influence on parenting attitudes.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss how the views concerning reasons for having or not having children have changed over the years (ie. children were once considered an economic asset on farms. Consult social studies or history teacher for background materials.) | | 3.1 Given specific situations, the learner will explain the different influences on parenting attitudes. |
| Survey 5 young couples to determine the different influences they have encountered concerning pressures to have or not have children.<br>or<br>Research topics such as socio-economic, religious, ethnic, educational, and societal pressures on couples to have or not have children. Give an oral report to the class. | | |
| Prepare a collage or mobile entitled Pressures Exerted Upon Young Couples to Become Parents. Possible pressures to include:<br>- Have someone who loves me and needs me<br>- Make a "real" family<br>- Save a marriage<br>- Use of children in advertising<br>- Keep up with Joneses (Social expectation)<br>(continued) | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| - Prove masculinity/femininity<br>- Extension of self<br>- Carry on family name<br>- Tax deduction<br>- Parents to become grandparents<br>- Someone to take care of you later | | |

Area: PARENTING Concept: FAMILY PLANNING

Essential Competency: 4.0 The learner will analyze family planning in terms of reasons for and ways to achieve.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Complete Family Planning Attitude Test (Supplement 4.1). Score responses and discuss. | Supplement 4.1, Family Planning Attitude Test. | 4.1 Given case studies, the learner will select those which illustrate effective family planning. |
| Discuss family planning with a guest speaker (Planned Parenthood, Department of Welfare). Find out what family planning is and the reasons for family planning--all aspects, not just methods of birth control. | | |
| Listen to a tape: Planning and Spacing Children. Discuss reasons given for planning and spacing children. | Tape: Salk. Planning and Spacing Children. WHAT YOU SHOULD KNOW ABOUT PARENTHOOD. | |
| View filmstrip series PREPARATION FOR PARENTHOOD or PARENTHOOD: PREPARING FOR PARENTHOOD. | Filmstrips: PREPARATION FOR PARENTHOOD. Sunburst.<br>Filmstrips: PARENTHOOD: PREPARING FOR PARENTHOOD. Guidance Associates. | |
| Have a debate on the subject: Should Parenthood be Planned? | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Study the decision chart in Personal Perspectives and discuss the pros and cons of each alternative. Develop another chart regarding sexual activity of teenagers before pregnancy occurs. | Paolucci et al. Personal Perspectives, p. 430. | 4.2 The learner will identify methods of birth control and rank them according to effectiveness. |
| Participate in a discussion with a guest speaker who will display and explain the modern methods of birth control (doctor, nurse, Planned Parenthood). | | |
| Research different types of birth control considering cost, use, convenience, side effects, effectiveness, and availability. Then compile information to make a chart. Consult local periodicals, Planned Parenthood, local hospitals. | Modern Methods of Birth Control. Planned Parenthood.<br>Contraception: Facts on Birth Control. Physicians Art Services. | |
| Divide into two groups. One group will play the Concentration Game while the other group plays The Baby Game (Supplement 4.2). | Supplement 4.2. Concentration Game.<br>Supplement 4.2. The Baby Game. | |
| Read the case studies The Jones Family/The Smith Family (Supplement 4.3). Compare the financial, emotional, social, and physical effects of planning or not planning the family. | Supplement 4.3. The Jones Family/The Smith Family (case studies). | 4.3 Given case studies, the learner will determine whether or not family planning was used in each situation and the effects in each case. |
| Read True Story--Pregnant Again and determine how family planning failed and its effects upon the family (Supplement 4.3). | Supplement 4.3. True Story--Pregnant Again. | |

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Area: PARENTING Concept: PRENATAL AND POSTNATAL PERIOD

Essential Competency: 5.0 The learner will describe prenatal and postnatal care and the adjustments for all family members.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Listen to a resource person such as a doctor or nurse explain the symptoms of pregnancy and medical care needed during pregnancy. | | 5.1 The learner will list and discuss guidelines usually given to expectant mothers by physicians for prenatal care. |
| Read from selected materials to learn the guidelines of physical care during the prenatal period. | Prenatal Care. Children's Bureau, 1973.<br>Guttmacher. Pregnancy and Birth, Signet, 1973.<br>Be Good to Your Baby Before It's Born. March of Dimes, 1977.<br>Better Homes and Gardens Baby Book. Bantam, 1969. | |
| Listen to tape Some Things You Should Know About Selecting an Obstetrician. Listen for the answer to the following questions:<br>A. What are the things to consider when choosing a doctor?<br>B. Why are these things important to know?<br>C. Should the mother alone choose the doctor, or should both parents? Why?<br>D. What are some types of questions to ask the doctor? | Tape: Salk. Some Things You Should Know About Choosing an Obstetrician. WHAT YOU SHOULD KNOW ABOUT PARENTHOOD. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View and discuss the filmstrip from the kit CARE FOR TWO: BABY AND YOU. Use the following posters in your discussions:<br>Steps in Baby's Mental Growth<br>Baby's Mental Growth<br>Baby's Social and Emotional Growth<br>ABC's of Diapering | Filmstrip and posters: CARE FOR TWO: BABY AND YOU. Proctor & Gamble. | 5.2 The learner will list and explain the physical concerns for the mother and child during the postnatal period. |
| Ask a parent to demonstrate holding, bathing, diapering, dressing, and feeding a baby. Discuss keeping the baby safe and comfortable. | | |
| Ask a doctor or nurse to discuss health of the new mother or research the topic and present a report. | Guttmacher. Pregnancy and Birth.<br>Better Homes and Gardens Baby Book. | |
| Talk to classmates who have very young brothers or sisters to find out their feelings during the weeks that followed the birth of their brother or sister. | | 5.3 Given a description of a family situation, the learner will determine personal adjustments a baby creates in the family lifestyle. |
| Read the case study, The New Baby, and answer the questions supplied (Supplement 5.3). | Supplement 5.3. The New Baby (case study). | |
| Interview young couples with a baby to find out what adjustments they had to make in their lifestyle after the baby arrived. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Break into groups to develop family situations involving a new baby. Exchange situations with another group and role play how the family adjusts their lifestyle. | | |
| Read A Typical Day With Baby (Supplement 5.4) and discuss adjustments needed in parents' schedule. | Supplement 5.4. A Typical Day With Baby (schedule). | 5.4 Given case studies and a schedule for caring for a new baby, the learner will determine the parents' new work routine. |
| Read the case study, Who Will Get Up? on child care responsibilities; answer the set of questions. Follow with group discussion. | Supplement 5.4. Who Will Get Up? (case study). | |
| Listen to the tape: Sharing Parental Responsibilities Between Men and Women. Listen to and find the answers to these questions:<br>A. What are the benefits for a child when both parents share parenting?<br>B. What is involved in sharing parental responsibilities? | Tape: Salk. Sharing Parental Responsibilities Between Men and Women. WHAT YOU SHOULD KNOW ABOUT PARENTHOOD. | |
| Listen to a father speak on his role in caring for the new baby. Discuss with him the new work routine since the baby's arrival. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read from one of the selected readings to define emotions and then make a list of emotional needs of all persons. | Riker & Riker. Me: Understanding Myself and Others, pp. 116-118.<br>Sasse. Person to Person, pp. 112-114.<br>Draper & Draper. Caring for Children, pp. 104-110. | 5.5. Given a chart showing areas of emotional needs of parents, the learner will compile a list of needs within each area that are affected by the new baby. |
| Listen to tape, Changing Emotions During Pregnancy and After Birth, and answer the following questions:<br>A. What are some emotions experienced during pregnancy and after birth?<br>B. What are post-partum blues? | Tape: Salk. Changing Emotions During Pregnancy and After Birth. WHAT YOU SHOULD KNOW ABOUT PARENTHOOD. | |
| Read the case study, The Brown Family, and identify on paper the emotional problems which are present for father, mother, and an older child (Supplement 5.5). | Supplement 5.5. The Brown Family (case study). | |

Area: PARENTING

Concept: RESPONSIBILITIES OF PARENTS AND CHILDREN

Essential Competency: 6.0 The learner will define responsibility in relation to parenthood.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| List several categories of persons on the board: ministers, teachers, elected officials, etc. In buzz groups, determine the characteristics of a responsible person fulfilling each role. Then make up a definition of responsible.<br>As a class, brainstorm to determine the characteristics of a responsible parent.<br>Tomorrow you will be given an egg to represent your baby. Come to class prepared to take your baby home. You are responsible for its well-being. You must take it everywhere you go or make arrangements for its care. It is helpless and cannot be left alone. Keep a log for one week about responsibilities involved. |  | 6.1 Given profiles of responsible or irresponsible persons, the learner will differentiate between the characteristics of each. |

Area: PARENTING

Concept: RESPONSIBILITIES OF PARENTS AND CHILDREN

Essential Competency: 7.0 The learner will evaluate his/her readiness to accept the responsibility of being a parent.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Listen to the tape, The Responsibilities of Parenthood. Listen for and answer the following questions:<br>A. Why is parenthood such an important responsibility?<br>B. Why is parenthood education important?<br>C. How are the lifestyles of the parents changed when the baby is born?<br>D. What are some of the "wrong" reasons for having children?<br><br>Make a bulletin board illustrating the responsibilities of parenthood.<br><br>Discuss what you learned about your readiness to accept the responsibilities of parenthood by caring for your egg-baby. | Tape: Salk. The Responsibilities of Parenthood. WHAT YOU SHOULD KNOW ABOUT PARENTHOOD. | 7.1 Given a checklist of characteristics of a responsible parenting person, the learner will determine whether or not he/she is ready to accept parenthood. |

Area: PARENTING Concept: RESPONSIBILITIES OF PARENTS AND CHILDREN

Essential Competency: 8.0 The learner will evaluate the effectiveness of various methods of discipline.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| In small groups discuss your idea of what discipline is, its purpose, and the best type of discipline. | | 8.1 Given a series of case studies, the learner will identify the various methods of discipline. |
| Read one of the selections about various methods of discipline. Find the answers to the following questions:<br>A. Do discipline and punishment mean the same thing? Explain.<br>B. List and describe different approaches to discipline. | Norris. Caring for Kids, pp. 78-96.<br>Draper & Draper. Caring for Children, pp. 280-299.<br>Landis. Your Marriage and Family Living, pp. 350-353.<br>Hurlock. Child Development and Growth, pp. 307-317. | |
| Listen to a panel composed of different generation parents. Ask how they were disciplined; how they discipline; how they discovered the most effective methods to use; and the reaction of different children to methods. | | |
| Read a selection of case studies, Approaches to Discipline, and determine the method of discipline used (Supplement 8.1). | Supplement 8.1. Approaches to Discipline (case studies). | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Listen to a tape (at least 5 minutes long) of a baby or young child's crying or temper tantrum. Discuss what the child felt and what the reaction to this type of behavior might be. How would you react? | Tape: Child's crying or tantrum. | 8.2 Having observed parents and children, the learner will differentiate between the positive and negative types of discipline. |
| Listen to the tape, Disciplining and Punishing Your Child. Listen for and answer the following questions:<br>A. What is the difference between discipline and punishment?<br>B. When, in a child's life, should discipline begin?<br>C. What is the relationship between trust and discipline?<br>D. How can parental feelings be used as punishment or reward?<br>E. When is the best time to punish, in relation to when a rule is broken?<br>F. What is an effective way to discipline the teenager? | Tape: Salk. Disciplining and Punishing Your Child. THE PROBLEMS PARENTS FACE. | |
| From the tape and readings from the previous lesson, identify several examples of positive and negative discipline. | | |
| Read, give a report, or have a speaker on the use of logical consequences in relation to discipline. | Dinkmeyer & McKay. Parent's Handbook. American Guidance Service, 1976, pp. 71-95. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Observe parents or other persons with children. Report the discipline methods used. Analyze the probable results of alternate methods of disciplining. Discuss the adult's reaction to the child's behavior.<br>Consider what discipline techniques have been used with you. Which ones will you use? | | |

Area: PARENTING

Concept: RESPONSIBILITIES OF PARENTS AND CHILDREN

Essential Competency: 9.0 The learner will explain methods for gaining mutual respect.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read the references listed and discuss ways to maintain respect. What is the difference between showing respect and feeling respect? | Dinkmeyer & McKay. Parent's Handbook, p. 11.<br>Draper & Draper. Caring for Children, pp. 268-272. | 9.1 Given a number of case studies, the learner will analyze how various people have gained respect. |
| Read minute dramas (Supplement 9.1) and formulate a description of parental respect. | Supplement 9.1. Parental Respect (minute dramas). | |
| Discuss things parents and children say and do that indicate a lack of respect for the other. Role play ways to alter this pattern. | | |
| Individually, write your thoughts on how you would feel and behave if you were to change shoes with your parents or guardian. What might you do to enhance mutual respect? | | |

Area: PARENTING

Concept: RESPONSIBILITIES OF PARENTS AND CHILDREN

Essential Competency: 10.0 The learner will identify basic needs of children.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Make a list of basic needs and compare them to Maslow's hierarchy of needs as presented in Personal Perspectives or other references. | Paolucci et al. Personal Perspectives, p. 17. | 10.1 Given the Children's Bill of Rights, the learner will categorize the needs according to Maslow's hierarchy of needs. |
| Read and discuss the "Children's Bill of Rights." | Gordon & Wollin. Parenting: A Guide for Young People, pp. 25-26. | |
| Read and discuss a selection dealing with the growth needs of children. Answer a set of questions (Supplement 10.1) or make a bulletin board on needs of children. | Hurlock. Child Growth and Development, pp. 144-181.<br>Norris. Caring for Kids, pp. 40-47.<br>Supplement 10.1. Growth Needs of Children (questions). | |
| View the filmstrip Child Safety in the Home. Discuss how keeping children safe helps meet a basic need. | Filmstrip: Child Safety in the Home. Association for Childhood Education International. | |
| Discuss a child's need for independence and the parents' reluctance to let go. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Listen to the tape Letting Your Teenager Go. Listen for and answer the following questions:<br>A. In what ways do children start to show independence?<br>B. Why might a parent be reluctant to "let go" of a child?<br>C. How can parents help the child in the struggle for independence?<br>D. Explain the statement: "The most effective parent is the parent that renders him/herself literally useless in the child's life." | Tape: Salk. Letting Your Teenager Go. PROBLEMS PARENTS FACE. | |
| Role play either the parent or the independence-seeking teenager, and discuss various situations concerning independence from the viewpoint of the role assumed (Supplement 10.1). | Supplement 10.1. Teenagers Seek Independence (role play situations). | |

Area: PARENTING

Concept: RESPONSIBILITIES OF PARENTS AND CHILDREN

Essential Competency: 11.0 The learner will develop skills to encourage child-parent communications.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| List and discuss problems in communicating with parents. | | 11.1 Given a list of words and phrases, the learner will identify those that open and close communication with children. |
| Act out minute dramas and determine in which cases communication was opened and in which cases it was closed (Supplement 11.1). | Supplement 11.1. Opening and Closing Communications (minute dramas). | |
| Read and discuss selections listed:<br>A. Why is communication often closed between parents and their children.<br>B. What are some ways that parents turn their children off when they want to talk about a problem?<br>C. What are some ways that you can improve communication with your parents? | Landis. Your Marriage and Family Living, 1975, pp. 45-51.<br>Dinkmeyer & McKay. Parent's Handbook, pp. 45-54. | |
| Read minute dramas Lack of Communication (Supplement 11.1). Discuss these with the class. | Supplement 11.1. Lack of Communication (minute dramas). | |
| Match a list of negative communications with the appropriate positive communications (Supplement 11.2). | Supplement 11.2. Negative vs. Positive (worksheet).<br>Norris. Caring for Kids, pp. 90-91. | 11.2 Given a model of negative communications, the learner will change four or five of the words to form a positive communication to children. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Watch various TV family dramas and commercials. List positive and negative communications that are used and discuss with class. | | |
| Rewrite a story containing negative communications, changing the negative communications to positive (Supplement 11.2). | Supplement 11.2 A Different Story. | |

Area: PARENTING

Concept: RESPONSIBILITIES OF PARENTS AND CHILDREN

Essential Competency: 12.0 The learner will describe effective ways to build a child's confidence and feelings of self-worth.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Draw a written phrase from a box. This phrase concerns either building or destroying confidence and self-worth in children. Discuss the effect it would have on a child. (Supplement 12.1).<br>Read a series of minute dramas depicting everyday situations between parent and child. Determine those which contain words and phrases to build a child's confidence and feelings of self-worth (Supplement 12.1). | Supplement 12.1. Confidence and Self-Worth (game).<br>Supplement 12.1. Building Confidence (minute dramas). | 12.1 Given a list of words and phrases often used by parents, the learner will select those that build confidence and feelings of self-worth in a child. |
| Read and discuss the selections listed. Answer questions from Supplement 12.2. | Draper & Draper. Caring for Children, pp. 266-278.<br>Dinkmeyer & McKay. Parent's Handbook, pp. 33-41.<br>Supplement 12.2. Ways to Build Confidence (questions). | 12.2 Given a situation, the learner will describe an effective technique to build the confidence and self-worth of the child. |
| Collect pictures from magazines which illustrate adult attitudes that give children feelings of self-confidence. Discuss in class why the action depicted made the child feel self-confident. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Make a list of things your parents or other persons have done during your lifetime to make you feel either self-confident or unworthy. | | |

Area: PARENTING　　　　Concept: CHILD ABUSE/NEGLECT

Essential Competency: 13.0 The learner will describe abuse and neglect.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View and discuss the filmstrips CHILD ABUSE ABUSE AND NEGLECT. | Filmstrips: CHILD ABUSE AND NEGLECT. Parent's Magazine. | 13.1 Given a case study, the learner will describe elements of abuse and neglect. |
| Listen to and discuss with a guest speaker the topic of Child Abuse and Neglect in Our Area. Contact W.Va. Department of Welfare, Community Mental Health, or local doctor. | | |
| Discuss the bulletin board concerned with the warning Signs of Abuse and Neglect (Supplement 13.1). | Supplement 13.1. Signs of Abuse and Neglect (bulletin board). | |
| Read booklet Children in Danger, Everyone's Concern and discuss the signs of and reasons for abuse and neglect. | Children in Danger, Everyone's Concern. W.Va. Department of Welfare. | |
| Read about normal developmental stages of an infant. Discuss how ignorance of these facts could lead to abuse or neglect. | Hurlock. Child Growth and Development, pp. 85-101. | |
| Research articles and find current child abuse and neglect cases. Present these to the class for discussion. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Write a short paragraph creating a situation of either child abuse or neglect. Read these to the class and have group decide whether the case represents neglect or abuse. |  | 13.2 Given a list of behaviors, the learner will identify those that constitute abuse and neglect. |
| Complete the work sheet, matching characteristics of either abuse or neglect, with the correct word (Supplement 13.2). | Supplement 13.2. Abuse or Neglect--Which is it? (worksheet). |  |

Area: PARENTING Concept: CHILD ABUSE/NEGLECT

Essential Competency: 14.0 The learner will analyze causes and effects of abuse and neglect.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Ask a resource person to discuss the causes and effects of child abuse. | | 14.1 Given situations involving abuse and neglect, the learner will explain the effects on the abused and the abuser. |
| Read and discuss one or more of the references listed. | Sasse. Person to Person, pp. 194-196.<br>Chase. A Child is Being Beaten, McGraw-Hill, 1975.<br>What Everyone Should Know About Child Abuse. Salvation Army and Dept. of Welfare. | |
| Read a case study involving abuse/neglect. What is the effect? (Supplement 14.1) | Supplement 14.1, Battered Children (case studies). | |
| Enact "Mock Trial" and return the verdict. | "Mock Trial - Child Abuse." Forecast. January 1978, pp. 50, 55-56. | |

Area: PARENTING

Concept: CHILD ABUSE/NEGLECT

Essential Competency: 15.0 The learner will identify services and legal aid available to the abused and abuser.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Have a resource person (Mental Health, Dept. of Welfare, Parent's Anonymous, doctor, etc.) discuss what can be done to help the abused and abuser. | | 15.1 The learner will identify services and legal aid available to the abused and the abuser within the state and area. |
| Ask a lawyer or someone from the police department to discuss the legal aspects of child abuse and neglect. | | |
| Compile a booklet on Services for Abused Children and circulate throughout the local schools. Volunteer to distribute posters. | Posters from Department of Welfare and other agencies. | |

**Area:** PARENTING

**Concept:** SPECIAL PARENTING

**Essential Competency:** 16.0 The learner will interpret the role patterns of foster, adoptive, and step parents.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Have a panel composed of foster, adoptive, and step parents or individuals who have foster, adoptive, or step parents. Then compile a list of the advantages and disadvantages of each. | | 16.1 Given case studies of alternative modes of parenting, the learner will cite advantages and disadvantages of each mode. |
| Read a selection relating to special parents and define foster, adoptive, and step parents. | Jennings. Decisions in Living, pp. 259-260.<br>Landis. Your Marriage and Family Living, pp. 324-326.<br>Paolucci et al. Personal Perspectives, pp. 423-425.<br>Riker. Me: Understanding Myself and Others, pp. 103-105. | |
| Break into groups and interview:<br>A. A senior citizen about the foster grandparent program.<br>B. A representative from an adoption agency about the agency's policy on adoption.<br>C. A member of the Welfare Department about their part in placing unwanted children in foster homes, etc.<br>Report your findings. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| iscuss the following:<br>. Is it better for the child who is unwanted to be given up for adoption or be kept with the family?<br>. Why do people want to adopt children? Be foster parents?<br>. What are special problems of step parents and step children? | | |

Area: PARENTING Concept: SINGLE PARENTS

Essential Competency: 17.0 The learner will describe reasons for one-parent families.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss the prediction that one-half of the children born in 1977 will spend part of their childhood in a one-parent household.<br>A. Do you think this proportion is too high? Too low?<br>B. Has the number of children in one-parent families been increasing or decreasing? Why?<br><br>Identify as many categories of one-parent families as you can. List on board.<br>- Unwed mother<br>- Divorced mother with children<br>- Divorced father with children<br>- Parents separated<br>- One parent deceased<br><br>Read Supplement 17.1, Children in One-Parent Families. Discuss. | Supplement 17.1. Children in One-Parent Families (case studies) | 17.1 The learner will identify categories of families headed by one parent. |
| View a family oriented television program relating to single parent families. Discuss problems and alternatives. |  | 17.2 Given a collection of articles on lifestyles, the learner will compile a list of reasons for single people assuming parenting roles. |
| View pictures of a single parent with a child, and write a short paragraph explaining your feelings concerning the picture. | Pictures from Module 1, TOWARD A QUALITY OF LIVING, J. C. Penney, or collected by students. |  |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Brainstorm to determine or recognize reasons for single persons assuming parenting roles. | | |
| Act our skit on Rights of Fathers and follow the directions given (Supplement 17.2). | Supplement 17.2. Rights of Fathers (skit). | |
| View and discuss the film Woman-Child. Why did these girls assume parenthood? | Film: Woman-Child. March of Dimes. | |
| Listen to the record by Helen Reddy, You and Me Against the World. | Record: You and Me Against the World. Capitol Records. | 17.3 Given case studies, the learner will chart advantages and disadvantages for both parent and child in one-parent families. |
| Make a chart of family responsibilities; assign these to family members in a two parent family; then rearrange duties to allow for the absence of one parent. | | |
| Read one or more of the references on one-parent families. | Sasse. Person to Person, pp. 263-266.<br>Teenage Pregnancy--Everybody's Problem. Health Services Adm., 1977 | |
| Interview a single parent to determine advantages and disadvantages to parent and child. What does the parent do to compensate for some of the disadvantages? | | |
| Read the case studies (Supplement 17.3) and discuss each. | Supplement 17.3. Single Parents (case studies). | |

# SUPPLEMENTS - PARENTING

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Supplement 1.1
PARENTING
(questionnaire)

## WHO DOES THE PARENTING?

Directions: In an attempt to discover who has served parenting roles in your life, answer the following questions:

1. Who read you bedtime stories?
2. Who taught you how to make your bed?
3. Who taught you or who do you think will teach you to drive a car?
4. Who taught you to ride a bicycle?
5. From whom did you learn about sex?
6. Who taught you how to write your name?
7. Who taught you how to play your favorite game?
8. Who taught you how to tie your shoes?
9. Who helped you understand your religious beliefs?
10. To whom do you go when you need someone to listen?
11. Who bathed you when you were small?
12. Who helped you take care of your pet?
13. Who brings you a present home from a trip?
14. Who comforted you when you were afraid of storms, etc?
15. Who took care of you when you were sick?

Supplement 1.1
PARENTING
(questionnaire)

# CHILD-REARING ROLE QUESTIONNAIRE

Take this questionnaire home and discuss it with your parents. Decide which family members played these child-rearing roles when you and your siblings were younger than 12. Decide how you would like these roles to be handled in your future family. There are no right or wrong answers. This is simply a way for people to compare their role expectations.

M - Mother; F - Father; B - Both; N - Neither

| Own Family | | | Future Family |
|---|---|---|---|
| M F B N | 1. | Decide when to have a child. | M F B N |
| M F B N | 2. | Decide how and where to have a child. | M F B N |
| M F B N | 3. | Feed newborn baby. | M F B N |
| M F B N | 4. | Change diapers. | M F B N |
| M F B N | 5. | Do laundry for child(ren). | M F B N |
| M F B N | 6. | Feed other baby. | M F B N |
| M F B N | 7. | Put child(ren) to bed. | M F B N |
| M F B N | 8. | Give child(ren) bath. | M F B N |
| M F B N | 9. | Decide where child(ren) should go to school. | M F B N |
| M F B N | 10. | Discipline child who is misbehaving. | M F B N |
| M F B N | 11. | Establish behavior standards. | M F B N |
| M F B N | 12. | Teach child to talk. | M F B N |
| M F B N | 13. | Toilet train child. | M F B N |
| M F B N | 14. | Purchase clothing for preschool child. | M F B N |
| M F B N | 15. | Purchase clothing for elementary child. | M F B N |
| M F B N | 16. | See that child(ren) are well nourished. | M F B N |
| M F B N | 17. | Arrange for babysitting. | M F B N |
| M F B N | 18. | Take children on outings. | M F B N |
| M F B N | 19. | Make sure child does homework. | M F B N |
| M F B N | 20. | Get to know child's friends. | M F B N |
| M F B N | 21. | Participate in activities such as scouts. | M F B N |

Supplement 1.1 (cont.)
PARENTING - Child-Rearing Role Questionnaire
Page 2

M - Mother; F - Father; B - Both; N - Neither

| Own Family | | Future Family |
|---|---|---|
| M F B N | 22. Explain about sex to a girl. | M F B N |
| M F B N | 23. Explain about sex to a boy. | M F B N |
| M F B N | 24. Arrange for lessons such as swimming, dancing, music, etc. | M F B N |
| M F B N | 25. Read bedtime stories. | M F B N |
| M F B N | 26. Establish child's household responsibilities. | M F B N |
| M F B N | 27. Establish allowance for child. | M F B N |
| M F B N | 28. Give allowance to child. | M F B N |
| M F B N | 29. Read books about parent education. | M F B N |
| M F B N | 30. Attend parent education courses. | M F B N |
| M F B N | 31. Care for sick child. | M F B N |
| M F B N | 32. Get up if a child needs someone in the middle of the night. | M F B N |
| M F B N | 33. Arrange for health care of the child. | M F B N |
| M F B N | 34. Set family rules. | M F B N |
| M F B N | 35. Evaluate when counseling might be needed. | M F B N |
| M F B N | 36. Attend parent/teacher conferences. | M F B N |
| M F B N | 37. Decide what to do when child gets in trouble. | M F B N |
| M F B N | 38. Teach child about religion. | M F B N |
| M F B N | 39. Provide for the support of the child. | M F B N |
| M F B N | 40. Supervise child's TV watching. | M F B N |
| M F B N | 41. | M F B N |

---

SOURCE: Adapted by Sue Chelini. Tips and Topics in Home Economics. No. 3, 1978, page 5.

Supplement 1.2
PARENTING
(case studies)

## PARENTING ROLES

Directions: Read each case study and discuss:

1. What parenting roles are portrayed?
2. Who is parenting?
3. Suggest other parenting roles that are not portrayed.

### Sandra

Sandra is 12 years old. Her mother and father were recently divorced. She is living with her mother in an apartment and visits her dad every other weekend. June, her mother, is presently in school to become a beautician. June is very attractive and dates frequently. She seldom spends much time with Sandra because she is tired after she has "been on her feet all day." Sandra spends many afternoons after school with a retired couple, Ted and Alice White. The Whites enjoy Sandra's company. Sandra runs errands for them as well as helping with chores around their home.

### Juanita and Kay

Bert Lewis is a disabled coal miner confined to a wheel chair due to an accident in the mines several years ago. His wife, Ann, works at the local grocery store to supplement Bert's disability check. The children, Juanita and Kay, attend school in the small town a few miles away. Mr. Lewis fixes their lunch and helps them get ready to catch the school bus. Sixteen-year-old Betty King walks with them to the bus stop. She oversees the Lewis girls' activities to and from school.

### Henry

Miss Johnson teaches first grade. Half of the children in her room cried the first week of school. She offered them some comfort, but was firm that there were limits. During the winter, the last half hour of the school day was spent helping with boots, buttons, scarves, and hats. Henry in particular has had several problems. He has wet his pants several times and will not participate in activities with other pupils. Miss Johnson has met with his parents on three occasions to discuss some plan of action with them for Henry.

### Eddie, Barry, Sue, and Jim

Stan and Ellen Jones have been married two years. This is the second marriage for both. Stan has custody of his three boys, Eddie, Barry, and Kenneth. Kenneth maintains his own apartment. Stan also has a daughter, Jill, who lives with her mother, Stan's first wife. Since their mom lives far away, Stan's boys usually only see her during the summer vacation for four to six weeks.

Ellen has custody of both of her children by a previous marriage. Sue and Jim are twins and remain very close. Their father contacts them two or three times a week and is generally available to them for help.

Supplement 1.2
PARENTING
(situations)

## ROLE PLAYS OR PARENTING

Divide into groups of three to five students and role play the following situations:

1. Beverly is 10 years old. Her parents are very active in their work and they both have had very promising jobs. Beverly's mother has worked from the time Beverly was six months old. Her grandparents have cared for her since that time and she often spends nights and weekends with them when her parents work overtime or go out of town.

2. Janet's husband died three years ago leaving her with three children: Pam, Michael, and David. She must work to help support them and leaves the two youngest with a neighbor until her oldest, Pam, gets home from school. Pam looks after Michael and David until her mother gets home from work. Pam often starts dinner.

3. Betty Cooper has been a volunteer at the Recreation and Day Care Center for almost six years. She worked here when Jamie's older brother started coming when he was 5 years old. Now Jamie, age 7, comes full time during the school vacation. His parents work nights and sleep during the day so they send the boys to the center while they're sleeping. Since Betty lives in the same neighborhood, she walks with the boys to the center every morning and takes responsibility for seeing them safely home.

4. Jim's wife has been ill now for almost a month. Someone must be with her at all times and Jim hired a private nurse to live in and care for her. The nurse sees to getting their two children off to school each morning before she begins her nursing duties. She also takes responsibility for them after school until Jim arrives home to take over. Sometimes the neighbors take the children out for the evening in order to help out and allow the nurse time off.

Supplement 2.1
PARENTING
(pre/post test)

# PARENTHOOD PRE/POST TEST

Check answer that is most nearly your preference:

1. I would rather be:
   ___an only child
   ___a child in a small family (1-3 children)
   ___a child in a large family (4 or more children)
2. I am:
   ___an only child
   ___a child in a small family (1-3 children)
   ___a child in a large family (4 or more children)
3. In the future, I would like to have:
   ___no children
   ___1-2 children
   ___3-4 children
   ___more than 4 children
4. I think I will be most ready to begin having children when I'm:
   ___18-21 ___over 30
   ___21-25 ___don't know
   ___26-30

Please rank order your preferences with the most important rated 1:

5. I will probably be most ready to have children when:
   ___I have my own head together
   ___I can afford them
   ___I am established in my career
   ___Other (list) ________________
6. The best reason for having children is:
   ___because they bring love to your life
   ___to have someone who needs you
   ___to give purpose to life
   ___to share yourself with someone else
   ___Other (list) ________________
7. Having children is difficult because of:
   ___lack of freedom
   ___worry about having enough money
   ___worry about what they do
   ___knowing what to do when raising a child
   ___Other (list) ________________
8. It is most difficult for parents to agree on:
   ___behavior standards for the child
   ___discipline of child
   ___values they want the child to develop
   ___philosophy of child raising
   ___Other (list) ________________
9. Before you have children, the best way to prepare yourself for parenthood is to:
   ___study how your parents raised you
   ___take child development courses
   ___agree on child raising practices with my spouse
   ___read books on parenting
   ___Other (list) ________________
10. After you have children, the best way to improve your parenting skills is to:
   ___participate in family counseling
   ___read books and articles on parenting
   ___take child development courses
   ___use your instinct
   ___Other (list) ________________
11. The biggest daily stress in being a parent is:
   ___constant bickering among children
   ___coping with noise and energy level of the household
   ___trying to satisfy everyone else
   ___lack of consideration
   ___adapting to constant change
12. The best way to reduce the stress of being a parent is to:
   ___discuss concerns with others who are knowledgeable
   ___get some time away for yourself or together with your partner
   ___reason with children
   ___recognize what things cause stress for you
   ___keep up with the times

Please rank order your preferences with the most important rated 1:

13. The biggest reward of being a parent is:
    - ___when children "turn out" the way you want
    - ___when children return your love
    - ___when children achieve in school
    - ___just to watch them grow up
    - ___Other (list) ______________

14. It is most difficult for children if:
    - ___they do not know what parents expect of them
    - ___they are compared to other children
    - ___parents are too strict
    - ___parents are too lenient
    - ___Other (list) ______________

---

SOURCE: Adapted by Sue Cheline. "Parenthood Pre/Post Test," Tips and Topics in Home Economics. Vol. 18, No. 3, 1978, p. 5.

Directions: Take the test again at the end of the unit. Compare the answers that you gave on questions 3-14 on the pre/post tests. Check in the appropriate column whether your answers were the same or were different.

| | same | different | | same | different |
|---|---|---|---|---|---|
| 3. | ___ | ___ | 9. | ___ | ___ |
| 4. | ___ | ___ | 10. | ___ | ___ |
| 5. | ___ | ___ | 11. | ___ | ___ |
| 6. | ___ | ___ | 12. | ___ | ___ |
| 7. | ___ | ___ | 13. | ___ | ___ |
| 8. | ___ | ___ | 14. | ___ | ___ |

Number of answers the same: __________

Number of answers different: __________

What factors influenced the fact that your answers were either the same or different?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Supplement 2.1
PARENTING
(case studies)

## CHOOSING PARENTHOOD

1. Ruth is a buyer for her firm. She has received several promotions and feels that her job is very important. She says, "I know lots of people combine a job and a family but I don't think I would be good at it. Besides, with my job, I travel a lot. Jeff is very involved in his job too so he understands and agrees that our marriage is just for the two of us."

2. Joan was the oldest girl in a family of nine. She says, "I had to spend a lot of my free time when I was growing up taking care of my younger brothers and sisters. I have already changed enough diapers and scolded enough naughty kids to last me for a lifetime. I decided a long time ago that I wasn't going to have kids and my husband knew this before we were married."

3. Janice was an only child who lived in a neighborhood with mostly elderly people. She said, "I never had anyone to play with when I was growing up. The only people around seemed like extra grandparents to me. I would have been happy to have had someone five or ten years older or younger to play with. I remember how lonesome I was. That's why I want to have at least two children."

4. Harry and Gladys have always planned to have a family. They have just discovered that Harry's family has a hereditary degenerative nerve disease. He is fine but there is a 50 percent chance that their children might have the disease. They decide to go ahead and have a child.

5. Richard works for a research company and has just been offered a grant which is what he has wanted for a long time. If he takes this grant, he will be going to a primitive country. He and Susan have been married for 10 years and are in their late 30's. Susan would like to have a baby before it is too late. She has a good job but can get a leave of absence to go with him. They decide not to have a child because of inadequate medical facilities where they are going. They do not want to be separated for this time period.

6. Hank and Sally are in their early 20's. They have been married for three years. They both want children very much but have just discovered that Sally has a genetic trait which would probably produce a mentally retarded child. The chances of a normal child are one in four. They decide to try to adopt a child.

7. Joe and Mary have been married two years. Joe is in the armed services and so does not have an extremely large salary. He does, however, have free medical benefits. Joe may be transferred soon. They are both in their 20's, so they feel it would be best to wait to have children until he has left the service and has a higher income with less moving around.

Supplement 2.2
PARENTING
(score sheet)

## OBSTETRIC - HIGH RISK SCORE SHEET

Patient's Name______________________________ County________________________________

Patient's Address___________________________ Physician's Name____________________

______________________________________________ Patient's Birthdate________________

Zip Code___________________________________ G_________ P_________ AB__________

### Instructions

1. On the first prenatal visit, a physician, nurse or social worker should score patients as high or low risk.

2. A patient is high risk if she receives a score of ten points or more. Each of the listed sections has a certain number of points assigned to it according to the degree to a risk situation. Write the section's point value in the blank on the right. If the sum of the points equals ten or more she is high risk. For example, a 15 year old unwed patient with a hemoglobin of nine receives a score of 12.

| Risk Factors | SCORE |
|---|---|
| I. Socio-economic | |
| Age - less than 16 or greater than 35 | 5 |
| Parity - 0 or greater than 4 | 5 |
| Marital Status - unwed | 2 |
| Within Program Financial Guidelines | 2 |
| Educational status - less than 12 years | 2 |
| | (Subtotal Score) ___ |
| II. Nutrition | |
| Weight below 100 lbs. and over 200 lbs. | 5 |
| Height below 5'2" | 5 |
| Hemoglobin less than 10 grams | 5 |
| | (Subtotal Score) ___ |
| III. Past pregnancy performance | |
| Difficult Labor (over 24 hrs.) | 5 |
| Previous Cesarean Section | 10 |
| History of post partum hemorrhage | 10 |
| Severe pre-eclampsia (diastolic 110 or more) | 5 |
| Eclampsia | 10 |
| | (Subtotal Score) ___ |
| IV. Past pregnancy outcome | |
| Fetal death (infant greater than 500 gms. - 1 lb. 2 ozs. | 10 |
| Neonatal death (infant greater than 500 gms. - 1 lb. 2 ozs. | 10 |

---

SOURCE: West Virginia State Health Department, Statewide Prenatal and Delivery Program, 333 Twelfth St., Dunbar, West Virginia 25064.

Supplement 2.2 (cont.)
PARENTING - Obstetric - High Risk Score Sheet
Page 2

| | |
|---|---|
| Major congenital anomaly (incompatible with extra-uterine life) | 10 |
| Low birth weight (less than 5-1/2 lbs.) | 10 |
| Three consecutive abortions (less than 500 gms.) | 10 |
| Damaged infant (especially neurological defects) | 10 |
| | (Subtotal Score)___ |

| | |
|---|---|
| V. Medical or obstetric complication of present pregnancy | |
| Pre-eclampsia - eclampsia | 10 |
| Hypertensive Vascular Disease (Diastolic 90 or more in first trimester) | 10 |
| Diabetes | 10 |
| Heart Disease | 10 |
| Rh sensitization | 10 |
| Sickle cell anemia | 10 |
| Hemoglobinopathies | 10 |
| Renal disease | 10 |
| Mental retardation as evidenced by one of the following: | 10 |
| a. Previous enrollment in a special education class | |
| b. Evaluation by Vocational Rehabilitation | |
| c. Evaluation by Department of Mental Retardation | |
| d. Evaluation by a psychologist licensed by the W. Va. Board of Examiners | |
| e. Substantial evidence of inability to manage daily self care | |
| Mental illness as evidenced by one of the following: | 10 |
| a. Diagnosis from psychiatrist | |
| b. Evaluation by mental health center | |
| c. Evaluation by psychiatric hospital | |
| 2nd or 3rd Trimester bleeding | 10 |
| | (Subtotal Score) ___ |
| | HIGH RISK SCORE ___ |

Assign high risk if score is 10 points or greater.

Scorer ______________________

Date ______________________

COMMENTS:

Supplement 2.3
PARENTING
(checklist)

# THE NEW BABY CHECKLIST

Check items you believe are essential. Add other items that you believe are essential. Discuss how the time of year when the baby is born might affect the list.

Medical-Hospitalization
___ Mother
___ Baby

Medical-Physicians
___ Obstetrician
___ Pediatrician

Maternity Clothes
___ under garments
___ tops and slacks
___ dresses

Nursery Furniture
___ crib, mattress, bumper pad
___ dresser
___ mobile
___ bassinette

Miscellaneous
___ car seat
___ swing
___ diaper bag
___ baby book (1st 7 years)
___ infant seat
___ play pen
___ thermometer
___ vaporizer
___ baby reference book

Feeding Supplies
___ bottles
___ sterilizer
___ warming dish
___ 2 spoons 1 fork
___ high chair
___ bibs
___ food grinder
___ formula
___ baby food

Nursery Items
___ curtains
___ 2 blankets
___ 1 lamp
___ 4 sheets
___ 2 baby pads
___ diaper stacker
___ diaper pail

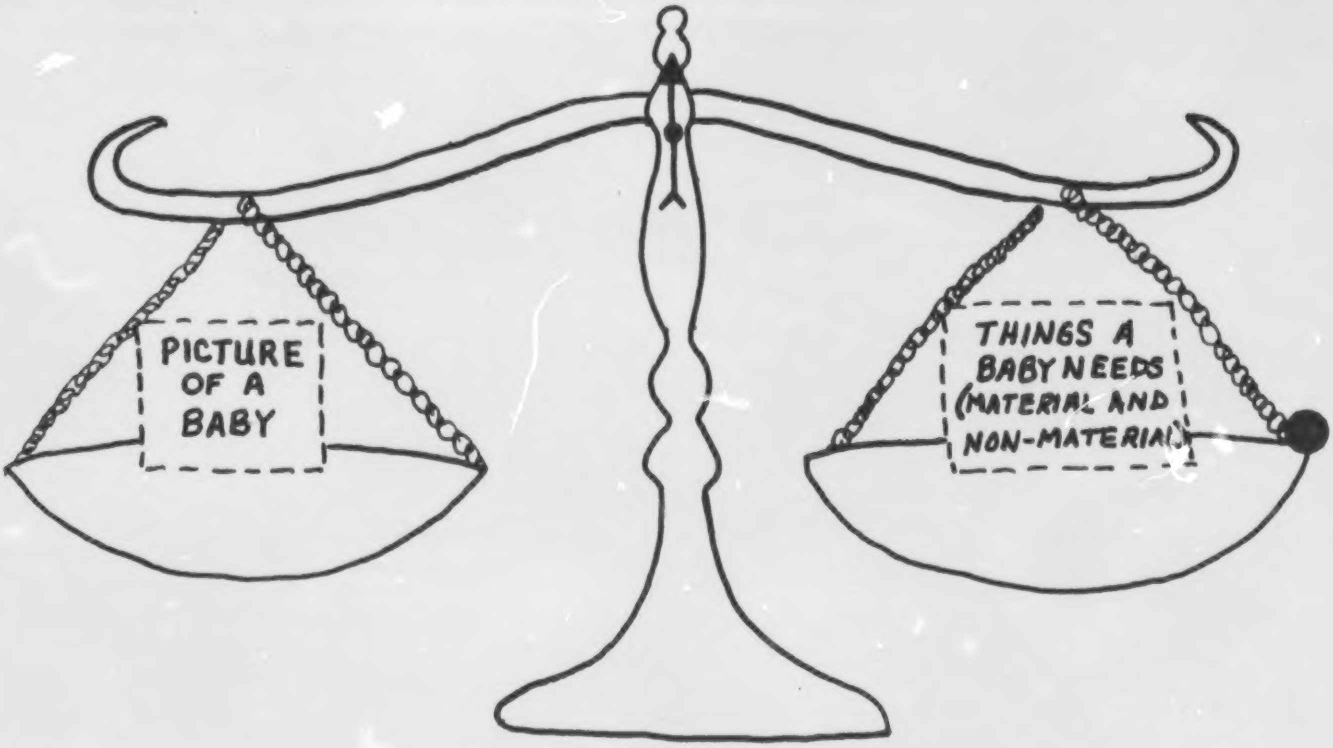
Bathing Supplies
___ plastic bath tub or dresserette
___ comb and brush
___ wash cloths
___ towels
___ baby oil, soap, powder, etc.

Baby's Wardrobe
___ diapers (cloth & disposable)
___ diaper pins
___ rubber pants
___ 1 sweater
___ 6 undershirts
___ 6 sleepers
___ 4 gowns
___ 2 sacque sets
___ play suits
___ 6 receiving blankets

Other (list)

Supplement 2.3
PARENTING
(bulletin board)

# THE FINANCIAL SCALE OF LIFE


PICTURE OF A BABY
THINGS A BABY NEEDS (MATERIAL AND NON-MATERIAL)

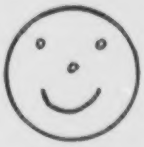
---

SOURCE: West Virginia Competency Based Child Care Curriculum. W. Va. Vocational Curriculum Laboratory, 1977, p. 181.

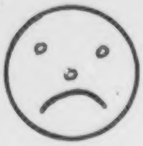
# FAMILY PLANNING ATTITUDE TEST

Directions: What do you think about the following statements? Show how you feel by drawing a mouth on each face.

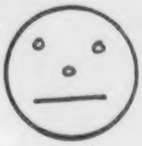
If you agree with the statement, draw a smile on the face.



If you disagree with the statement, draw a mouth curving downward.



If you aren't sure or are uncertain whether you agree or disagree draw a straight line.



You will not be graded on the answers you give.

---

SOURCE: Wilma Greene. Teaching Family Planning to Slow Learners in the Eighth Grade. Master's thesis, Marshall University, Huntington, West Virginia, 1974.

## FAMILY PLANNING ATTITUDE TEST

1. Big families are happier than small families.

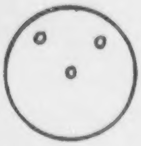
2. Parents have less work and worry when they don't have so many children.

3. Children from smaller families are not sick as often as children from larger families.

4. Couples should have many children to help bring in more money for the family.

5. Couples should have many children because their family and neighbors expect it.

6. Couples should decide if they want to have children.

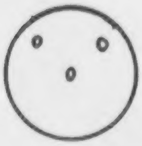


7. Couples should have many children to help take care of them when they get older.

8. There is less worry about the future in a small family.

9. Couples should have big families to carry on the family name.

10. Small families can save money for the future.



11. The world won't be so crowded if people don't have a lot of children.

12. Families should not have so many children so that they can have more room in their home.

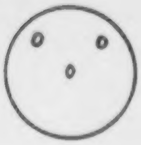
13. Couples should have just the number of children that they want.

14. A woman is happier and feels more useful if she has a lot of children.

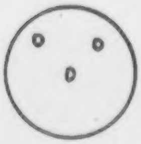
15. Couples can get ahead in their jobs faster if they don't have a lot of children.

16. Couples get along better if they have a lot of children.

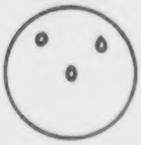
17. A husband and wife can get away from home more if they don't have so many kids.



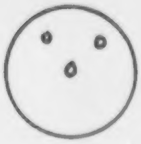
18. A larger family is better because all the children can help with the work.



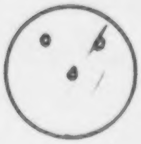
19. It is God's will for some couples to have many children.



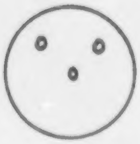
20. A woman should have a lot of children because it makes the man feel big.



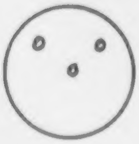
21. A larger family is better because the older children can help out with the younger ones.



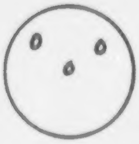
22. The mother has better health if she has just a few children.



23. It doesn't cost as much to raise a small family.



24. Large families are good because they help in the community.



25. Smaller families have more money for trips, movies, and other things they want to do.

26. Big families are needed to defend the family and country.

27. Children from larger families get along better with people.

28. Couples can live in a better house if they don't have so many children.

29. Children from bigger families learn to get along in the world easier.

30. Having children at least two years apart is better.

## Family Planning Attitude Test Key

Assign one point for agreement with the following statements:

2.
3.
6.
8.
10.
11.
12.
13.
15.
17.
22.
23.
25.
28.
30.

Assign one point for disagreement with the following statements:

1.
4.
5.
7.
9.
14.
16.
18.
19.
20.
21.
24.
26.
27.
29.

Supplement 4.2
PARENTING
(game)

## CONCENTRATION GAME

Directions for making the game:

1. Use 16 small index cards.
2. Leave one side of each card blank and on the other side copy one of the phrases given below.
3. Place the cards face down, so no writing shows, in 4 columns of 4 rows.
4. Students will choose 2 cards; turn them over to see if they can match the contraceptive with its effectiveness. If they do so correctly the first time, they score 5 points.
5. The first person to score 50 points wins.

(Layout of Cards)

Phrase to be used on cards:

| | |
|---|---|
| --The Pill | --Most effective, self-administered |
| --IUD | --Second most effective |
| --Diaphragm | --Third most effective |
| --Condom | --About as effective as diaphragm |
| --Checicals: Foams, creams, jellies | --Not too dependable |
| --Rhythm-temperature | --Least dependable |
| --Sterilization | --Most effective |

You will need to have two wild cards to complete the correct number.

## THE BABY GAME

### Directions for Constructing Game:

1. Construct the game board using the diagram in this supplement.
2. Use red, yellow, or blue construction paper on the outer third of each square as indicated.
3. Print cards of red, yellow, and blue construction paper and place them in the middle of the board.
4. Print the categories on the squares one through nine.
5. Each card will mention some type of contraceptive, tell its effectiveness and explain where to move next. Examples of these cards may be found on the following two pages.

### Rules for Playing:

1. Choose symbol and place on "Start Happy Couple".
2. Roll dice and move symbol left.
3. Draw card from the same color square symbol is on.
4. Follow the card's directions.
5. If the card says pregnant, go back to hospital and choose a baby.
6. If the cards says not pregnant, move to the square indicated.
7. If the player moves to the hospital, he or she chooses a baby and does not draw a card.
8. If the player moves to bonus, the last pregnancy was a false alarm. Do not draw a card.
9. Each player rolls dice and moves in turn placing card under pile after drawn.
10. Game is over when all players have gone completely around the board.
11. The winner is the player with the fewest babies.

---

SOURCE: Wilma Greene. *Teaching Family Planning to Slow Learners in the Eighth Grade.* Master's thesis. Marshall University, Huntington, West Virginia, 1974.

Card Titles for Baby Game:

Diaphragm inserted properly. Not Pregnant. Wife gets a job as a beautician.

Loop still in place. Not Pregnant. Couple takes a vacation to Disney World.

I.U.D. still in place. Not Pregnant. Couple buys savings bond.

Did not use pill regularly. Pregnant. Go back to nearest hospital.

Husband had a vasectomy. Not Pregnant. Couple hires a housekeeper.

Condom was used properly. Not Pregnant. Wife gets a raise in pay.

Rhythm method was effective this month. Not Pregnant. Couple puts $500 in savings.

Condom wasn't used properly. Pregnant. Go back to nearest hospital.

Foam used effectively. Not Pregnant. Wife goes to nursing school.

Didn't use foam correctly. Pregnant. Go back to nearest hospital.

Used withdrawal method. Not effective. Pregnant. Go back to nearest hospital.

Skipped using the diaphragm. Pregnant. Go back to nearest hospital.

Didn't go for I.U.D. check-up. Pregnant. Go back to nearest hospital.

Pill was taken regularly. Not Pregnant. Husband decides to go to college.

Foam used effectively. Not Pregnant. Couple goes skiing for the weekend.

Diaphragm inserted properly. Not Pregnant. Husband buys motorcycle.

Condom was used properly. Not Pregnant. Couple puts $200 in savings.

Pill was taken regularly. Not Pregnant. Couple takes a night class together.

Wife had sterilization operation. Not Pregnant. Wife enjoys good health.

Didn't count days correctly for rhythm method. Pregnant. Go back to nearest hospital.

Wife had tubal ligation. Not Pregnant. Wife enjoys good health.

Rhythm method was effective this month. Not Pregnant. Couple buys a new car.

Didn't use diaphragm. Pregnant. Go back to nearest hospital.

## Card Titles for Baby Game:

Pill was taken regularly. Not Pregnant. Couple enjoys good health.

Diaphragm inserted properly. Not Pregnant. Couple buys a new home.

Didn't count days correctly for rhythm method. Pregnant. Go back to nearest hospital.

Pill was taken regularly. Not Pregnant. Husband decides to go to welding school.

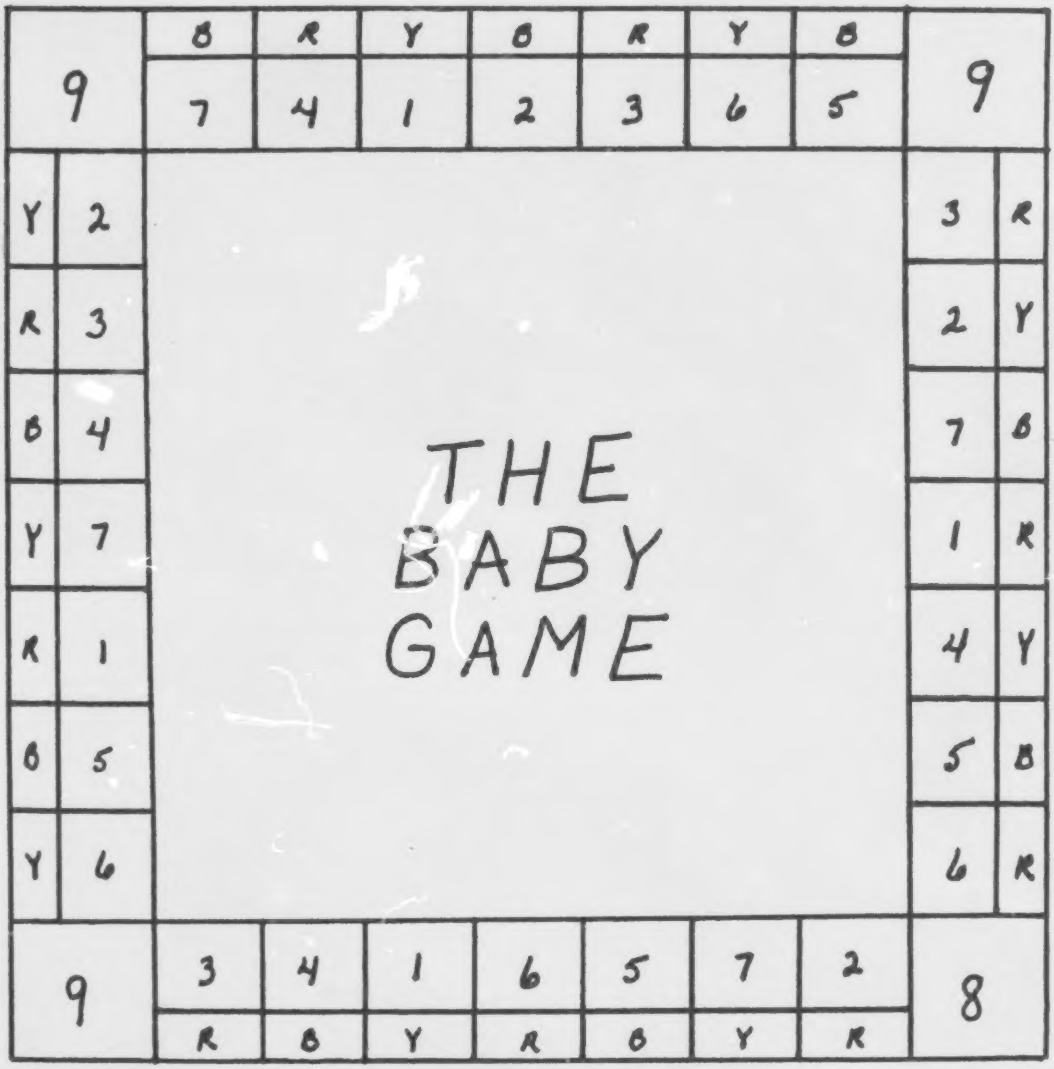
Husband had a vasectomy. Not Pregnant. Couple hires a housekeeper.

Game Board: Print phrases 1-9 on game board (see next page). Color outer border as shown.

1. Goods and Services
2. Good Health
3. Education
4. Enjoyment of life
5. Savings
6. Job
7. Bonus
8. Start--Happy Couple
9. Hospital

R. Red
Y. Yellow
B. Blue

Game Board


9
B
R
Y
B
R
Y
B
7
4
1
2
3
6
5
9
Y
2
R
3
B
4
Y
7
R
1
B
5
Y
6
THE
BABY
GAME
3
R
2
Y
7
B
1
R
4
Y
5
B
6
R
9
3
4
1
6
5
7
2
R
B
Y
R
B
Y
R
8

See page 3 for phrases to be printed in place of numbers shown here.
Color outer border as indicated.

## THE JONES FAMILY/THE SMITH FAMILY

Ed and Mary Jones knew when they were married that children would be the focal point of their marriage. A baby was the greatest miracle there could be, and the more miracles the better! Mary planned to stop working three months before their first baby was born. Ed had finished an extra year at trade school. His starting job paid well, especially for someone with no experience. Lucky couple! A good job and a baby the very first year they were married.

Five wedding anniversaries later, their dream was still bearing fruit. There were now four heirs to the Joneses'fortune. Alas, there was very little fortune. The cost of raising the children got higher each year. The chores involved in keeping the home and caring for the children increased each month. Now that Mary is pregnant again, she is very tired, irritable with Ed,and quick tempered with the children. Ed loves the family and helps all he can after he gets home from the mill. This has taken its toll. Ed had to turn down classes and overtime, which meant Ed was not the man chosen for promotion. Disappointed at his failure to advance, Ed grew sullen at home. With tempers short and no money for recreation away from the children, there was little time for a happy, relaxed atmosphere in the Joneses' household.

Across the street from Ed and Mary, live the Smiths, Homer and Ellen. They are just about the same age, married about the same time, and have close to the same income. Homer started work right after high school. He choose a job that he knew was not a dead end job. Whenever possible, Homer took courses at work and at the vocational center, working toward his goal to become a supervisor.

Homer and Ellen were married one year after Homer started work. During the year before marriage, Ellen worked too. They took this time to plan not only their wedding, but also their future together. They wanted children, but they wanted to be able to give their children the education they wanted. Two children were all they felt they could have and save for the children's future. They also realized that the children would require material resources as well as time and energy. This planning has let them to on vacations and have other family experiences that the Joneses have had to forego.

# TRUE STORY - PREGNANT AGAIN

Pregnant again! Oh no! I just couldn't find myself standing the thoughts of bottles, formulas, dirty diapers, and most of all, Dan's awful attitude toward another baby.

Things had started out fine for Dan and me four years ago, but here we were four children later and expecting number five. And I was to blame! I knew Dan would kill me, but I had to face up to it.

The first year we were married, things had been so wonderful. Dan worked day shift at the local sheet metal factory and I was busy each day fixing up our new apartment. It was just made for us. We both enjoyed picking out fabrics, furniture, and things we needed. Dan made good money, and we seemed to be able to buy anything we wanted and still had money for the pleasant things--a movie each Friday, bowling, and dancing. We knew we should be saving, but there just seemed to be so many other things we wanted.

And then it struck! I was pregnant. The doctor told me I would not become pregnant if I stuck to my yearly visit for the IUD. I had been promising myself I'd go but I just hadn't done it.

Dan was a little upset at first, but we began making plans for the baby. We both became excited. I was almost thankful I hadn't had the IUD checked.

After the baby came, Dan was so happy. We used our spare bedroom for a nursery. Dan couldn't wait to get home from work in the evening so that he could check on Amy. We decided to use the rhythm method after this to prevent another pregnancy. But then, three months after Amy, there I was--pregnant again!

My family and Dan's both teased us about having another baby so soon. I knew they weren't just teasing. But Dan, Amy, and I just planned for the baby. Dan hoped all along for a girl, but I wanted a boy. So when Todd Eric came along in September, I was happy.

After we brought Todd home from the hospital, Dan and I sat down and had a long talk about the future. Here we were married two years and two babies already. We knew we'd have to plan for the future. Already with the two babies still on bottles and diapers, Dan's paycheck wasn't going nearly as far as it had before. The apartment was getting cramped. Each time we thought about moving, all we could find were apartments that wanted "no pets or children." Other apartments had such high rent that Dan would have to take on another job to meet the payments.

After a long talk with Dr. Martin, we decided upon a diaphragm. Dan and I were sure that there would be no more "accidents." Amy and Todd were both happy, contented babies. Dan and I soon became used to having them around the house. With Dan still on day shift, and me at home each day, I was able to care for the babies, and still keep a pretty apartment for Dan. His meals weren't always on time, but Dan didn't mind. He was so loving and understanding.

When Todd was six months old, Dan and I went to a family reunion of his folks. **His** brothers teased him again about having children so quickly. Dan and I just grinned and were thankful that the diaphragm was working so well. More children right now were just what we didn't need!

On the way home after the reunion, Dan was so kind to me and we were so much in love. We decided to go straight home rather than picking up the kids. I could call Mom and she'd be tickled to death to get to keep the kids overnight. Dan and I could sort of take a second honeymoon night, just the two of us. Oh, what a mistake! By the time we got home, we were both so excited and happy that I forgot--or just didn't want to--insert my diaphragm. Oh how I regret that day. Yes, two months later and Dr. Martin said, "Pregnant again, Lois."

I didn't know how I could face Dan, much less his family. Here we had planned so carefully. We knew what we wanted and had worked so hard. Just because I forgot one time, look what happened.

After I finally got the nerve to tell Dan, he was so mad I wished I had never told him. He just sat there for five minutes and then he exploded.

"Lois, you idiot. How could you have been so stupid? You knew we didn't want any more kids now," he shouted, as if it were all my fault. I just sat there. I knew I should have inserted the diaphragm, but sometimes I just don't think clearly, I guess.

Dan's screaming awoke Amy and Todd. They both started crying at the same time, and this really set Dan off.

"Just listen," he screamed. "That's not bad enough for you is it? All we need is another screaming baby in there."

No, now wasn't the time to talk to Dan at all. As I left the kitchen and went in to check on Amy and Todd, I could feel hot tears burning down my cheeks. It wasn't all my fault, I thought to myself, but deep inside, I knew I was to blame.

Dan and I started the next day looking for an apartment that was big enough and one that would accept three small children. By the time we found one that we could afford, it was almost time for the new baby. Dr. Martin had told me the week before that there was a possibility that it could be twins. But I just laughed and put the thought out of my mind. "Tell Dan it might be twins..." I thought. That doctor is crazy. Ever since I had told him about a baby at all, Dan had treated me more coldly than at any other time since our marriage.

Lately he had started staying out later than usual and I knew he was worried about another mouth to feed.

Our new apartment wasn't nearly as nice as our old one, and it was in a poorer section of town. But it did have room enough and we could pay the rent.

When the plant had gone on strike the previous month, Dan had to borrow $800 from a loan company. We were getting farther and farther in debt. We decided there would be no phone in the new apartment.

Dan rented a U-Haul on moving day. He and his brothers moved all the furniture into our new place. That night the pains started. Dan rushed me to Kanton Memorial as fast as he could. I stayed there in labor for three hours before Mike and Ike were born. Dan told me later that the doctor told him it would be twins after we got to the hospital. But I didn't know he knew and I was scared to try and tell him. He was kind about it when he first came to see me. But I could see the hurt and worry in his face. He seemed to have aged ten years in the past two years.

Both the babies were so small. It seemed they could already make twice the noise the other two could. They were just more than I could handle. I could tell it was really getting Dan down. He was grouchy all the time, and the least thing really set him on fire. He would stomp from the apartment and be gone for hours. There never seemed to be time to make the beds or dust or cook. Sandwiches were all we were eating and there was a stack of dirty diapers a mile high all the time. Dan's lovemaking had practically stopped now and I wasn't sure whether it was because he was too tired or because he didn't trust me. Dr. Martin had put me on the pill after the twins, and I took them faithfully, but Dan just didn't seem to be interested anymore. He had to take a part-time job on week-ends pumping gas around the corner. It seemed he was gone all the time. When he wasn't gone, all we did was fight.

And last night had topped it all. He found out I had run out of pills. With the other bills and Dan's lack of interest in sex anyway, I just hadn't gotten around to getting any more. After storming out at 8:00 last night, Dan stayed away and I had just lain down and cried. If he was that mad because I hadn't taken the pills, what would he do if I was really pregnant again?

Would he leave me and the kids stranded? If so, how would I support them? How could I possibly keep myself and four kids? "Oh, Lord," I prayed, "if you just won't let me be pregnant this time, I'll never take any kind of chance at all again."

With just a little pre-planning, and following our plans there was no need in Dan and I having all these children. I knew then, and I know now, that we both should have been more careful. We should have followed our plans for the future.

Well, my prayers were answered. After going to the doctor, I did find that the results were negative. Since then I havn't missed a day with my pills. That has been two years ago, and that was the biggest scare of my life. Since then, Dan has been promoted to foreman, and been able to quit his other part-time job. We have bought a house outside of town. We are working hard to fix it up.

Things are still tight at times, but with each other and our love, we should be able to manage. It has not been easy. Amy, Todd, Mike and Ike demand a lot of attention. The bills are still there. Each time we get a bill paid, another takes its place. But we both know planning for a family makes a difference. If we had just planned ahead, and followed our plans, we would not have the problems we have today. If it hadn't been for Dan's promotion and my faithfulness to the pill, I don't know what would have happened. It was a hard time, and still is at times, but we've both learned our lesson. Plan ahead... follow your plan.

Take time to be careful.

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SOURCE: Wilma Greene. Teaching Family Planning to Slow Learners in the Eighth Grade, Master's thesis. Marshall University, Huntington, West Virginia, 1974.

Supplement 5.3
PARENTING
(case study)

# THE NEW BABY

When the new baby came home from the hospital the family was very happy. Mike and Ann felt that everything had been put in order so that caring for the new baby would be convenient. Ann's mother visited the young couple to help care for the new baby. After two weeks, Ann's mother had to return home, leaving the new parents on their own to care for the baby.

Several changes had to be made to accommodate the new baby. The spare bedroom Mike had been using as an office had to be changed into a nursery. The grocery list, which once included snack foods such as soft drinks and potato chips, had to be altered to fit the needs of the new arrival while staying within the limits of their budget. Also as the baby grew older, he would require more space, more attention, and a larger share of the budget.

Ann had been employed until just a month before the baby was born. She plans to stay home until he is a little older. She is not accustomed to staying home, however, and finds it very confining. It seems she or Mike is always busy when he is home. They take turns doing errands after he comes home from work. They don't have anyone who will keep the baby even for a short time. They never get to go anywhere together anymore.

What seemed to have been small adjustments at first were now increasing in magnitude. Ann and Mike do not seem to be as happy now about their new situation as they were a few months ago. Ann doesn't seem to have either the time or the strength to cope with everything.

Questions:

1. Why can't Ann handle everything since there is only the baby and the housework involved?
2. In what ways can Mike help make the adjustment easier?
3. How can arrangements be made so that Mike can have a place in which to do his work?
4. What else can Ann and Mike do to stay within their budget besides just eliminating snack foods from their grocery list?
5. In what ways will these time, financial, and space problems, if left unsolved, affect the baby's well-being? parents' well-being?

## A TYPICAL DAY WITH BABY

Bob and Sue have been married for two years. They both worked until the arrival of Jason, their one-month old son. She took a leave to care for the baby. Bob has to be at work at 8:00 a.m. so he leaves at 7:45 a.m. He is home for lunch from 12:00-12:45, gets off work at 5:00,and is home by 5:15.

The baby's schedule goes as follows for a typical day:

| | |
|---|---|
| 6:00 | Baby is awake for a feeding |
| 8:00-10:00 | Baby sleeps |
| 10:00 | Baby needs a diaper change and a bottle |
| 11:00 | Baby still not asleep--tummy ache |
| 11:30 | Baby gets a bath |
| 12:00 | Baby is ready for a diaper change and another bottle |
| 12:30 | Baby goes to sleep |
| 3:00 | Baby awake for diaper change and a bottle |
| 7:00 | Baby is in bed for the night(?) |

Friday is Sue's regular day to visit the beauty shop, shop for groceries, and do laundry. It is also Bob's regular day to go bowling with the guys.

Show on the schedule who does what duties. How do Bob and Sue adjust their schedules in relation to other activities for Friday?

Supplement 5.4
PARENTING
(case study)

## WHO WILL GET UP?

It was four o'clock in the morning. Eddie and Diane had been awakened abruptly by the cries of 18-month old Anthony. Diane was reluctant to get up because she was still very tired. She had recently opened her own beauty shop. Her clients are pleased with her work. She works long hours to take care of her many patrons. She has to work long hours because the beauty shop and equipment were so expensive.

Eddie was awake wondering why Diane was not getting up. After all, she was Anthony's mother. Then he realized that Diane must be tired. She has worked late every day and probably would today. He feels lucky that he has a less demanding job that he can leave at 4:30. Eddie knows someone will have to get up. The babysitter wouldn't be there until eight o'clock.

Questions:

1. Who's going to get up? Why?

2. Is caring for small children instinctive to mothers? to fathers? to both? Explain.

3. Whose work performance will be most affected with less rest?

4. Who needs the most rest? Why?

5. Is it OK for fathers to care for small children?

6. Whose career, at the present time, would be most affected by a poor day's work?

7. Could they solve the problem better if they would talk? If so, when should they do so.

Supplement 5.5
PARENTING
(case studies)

## THE BROWN FAMILY

Bob and Sue Brown have been very happily married for three years. They spend their spare time enjoying each other's company. Sue isn't employed, so she has time to prepare scrumptous dinners for Bob. Bob often surprises his wife with tiny presents to show how much he loves her. Everything seems to be going so well.

Bob and Sue now have a son. Bobby's arrival has Sue spending every minute of the day meeting his needs. She never has a chance to sit down to plan a meal, let alone prepare one. When she does get a chance, she just doesn't feel like it. She doesn't get enough sleep because Bobby has colic and cries four hours out of ten.

Bob comes home from the office in a bad mood because Sue is always grumpy. Dinner is never ready anymore. He is beginning to resent the baby. Sue never has time for him anymore, and they are never able to go out on the weekends like before. Sue is beginning to feel unsure of herself as a mother. Surely she must be doing something wrong as a mother or things wouldn't be this bad. Bob never offers to help with the baby. He is afraid to pick him up. He feels he may do something wrong.

1. What emotions is Bob experiencing?
2. Sue?
3. How can they overcome these emotions?
4. What could each do to help the other eliminate their negative emotions?

---

Phil and Cathy Brown live in a nice apartment in the city with their 4-year old son, Jim. Phil is a writer for a magazine company and Cathy is an artist. They are able to live comfortably on their income. Jim has had a babysitter since he was two.

Now there is a new addition to their family--a baby girl. The entire family is excited. Phil spends more time home writing so he can be with the baby and help Cathy care for the children. Since this is their second child, Phil is not afraid of handling anything so tiny and fragile. Jim finally has someone to play with and dominate for his very own. No more babysitter--since Mom devotes her days to the family. Cathy hasn't had to give up her art work since Phil is lending a helping hand. Occasionally there are bouts of jealousy on Jim's part when his dad spends too much time trying to make baby Sybil smile.

1. What are the emotions felt by each family member?
2. How can Jim be made to feel he is not being replaced by the new baby?
3. How do Phil and Cathy support each other's emotional needs?

# APPROACHES TO DISCIPLINE

Directions: Answer the following questions for each case study.

A. What method of discipline has been used?

B. If you were the parent, would you have handled the situation differently? Why or why not?

1. Danny Johnson is 12 years old and is entering junior high school. He is anxious to make friends and be included in the "right" gang. One evening after school, Bill, who is a year older than Danny and very popular, comes home with him. Upon finding that Danny's parents aren't home from work, Bill takes out a pack of cigarettes and offers Danny one. Wanting to impress his new friend, Danny carefully lights it. At this instant, Danny's father walks through the front door, an hour early. Asking no questions, Mr. Johnson begins to lecture him and is obviously very angry. He storms, "As long as you live in this house, you will do as I say because I'm the boss." As soon as Bill leaves, Mr. Johnson whips Danny with a belt to make sure his son understands clearly.

2. Sally is 5 years old and has a big front yard in which to play. She and her friend, Thomas, are tossing a ball back and forth. With each toss they step farther apart. Sally has been told not to go near the road, but in the excitement of their game, she gets dangerously close. All of a sudden, the ball goes past Sally and into the road. Unaware of cars, she darts out after it. As traffic screeches to a halt, Sally's mother rushes outside to rescue her daughter. Her mother's first impulse is to spank Sally. She sees that her daughter has been badly frightened by the incident and decides to use another approach. After both Sally and her mother have calmed down, they discuss why the rule was made about not playing near the road. As punishment, Sally isn't allowed back outside to play that day.

3. Ruth and Larry are the proud parents of Shelly, an active 18-month old. Although their intentions are good, Shelly's parents know very little about how a child grows and develops. Ruth has really had a time trying to keep Shelly from reaching for and picking up things off of tables in the living room. Not realizing that children at this age have a natural need to explore and learn about their surroundings, she smacks Shelly's hands frequently. One day Ruth really loses her patience. She decides that if Shelly is going to know right from wrong, strict measures must be used. So the next time Shelly puts out her hand to touch something, Ruth really lets her have it, leaving bruises on the child's hands and arms.

4. Melinda Jones is a popular, pretty 16-year old sophomore in high school. Her parents can well afford to give Melinda anything she wants. It's always the "best" for their daughter. Melinda started dating when she was 14 and has never had a set time to come in. Dick and Martha Jones have noticed a personality change in their daughter but pass it off as just a stage of growing up. One afternoon, Dick receives a phone call from the police station. It seems that Melinda, along with some of her friends,

has been busted for drugs. Dick and Martha are very embarrassed, but they decide Melinda must be allowed to lead her own life.

5. Michael Peters, age 12, and his brother James, age 10, are violently arguing over the use of a bicycle. Each thinks he has more right to the bike than the other. Since the family cannot afford to buy a second bicycle, an agreement for sharing has to be reached. Mrs. Peters and the boys sit down to discuss when each can ride. Together, Michael, James, and their mother reach a solution. The boys think the agreement is fair, especially since they have had a part in the decision making.

6. David Smith is 3 years old and this is his first day at kindergarten. After Mrs. Smith leaves, David's teacher takes him over to introduce him to the other children. Not long after David starts to play, the teacher realizes that he is causing a disturbance. David keeps taking toys from the other children and wants to play all the games by *his* rules. When David's mother comes to pick him up that afternoon, the teacher explains what has been happening. Totally undisturbed by this, Mrs. Smith explains that David is allowed to express himself freely at home. She believes that children should be allowed to "do their own thing."

Supplement 9.1
PARENTING
(minute dramas)

## PARENTAL RESPECT

Directions: Act out each of the minute dramas. Discuss what elements of repeat are shown in each situation and how mutual respect is shown.

1. Barbara and Tom, in their early teens, have been told to avoid "horseplay" in the living room, where there are several antique lamps with hand painted shades which their mother treasures. While chasing Barbara through the house, Tom hit a table and the lamp shade was broken.

   **Mother:** How did the lamp shade get broken?

   **Tom:** We were running and accidently broke the lamp shade. I'm sorry.

   **Mother:** Accidents do happen. You know how much I like those lamps. You also recall that I have asked you several times to avoid horseplay in the living room to keep accidents from happening. Since you have broken the rules, you can each take money from your allowances and buy a new shade.

2. Mark, age 5, is with his father who is repairing a flat tire. Father is in a hurry to go to work.

   **Mark:** I want to help you fix the tire, Daddy.

   **Father:** I could use some help, Mark. Would you hold these bolts for me, please?

   **Mark:** I like to help you, Daddy.

   **Father:** Finished! Thanks for your help. You helped me get the tire changed more quickly.

3. Sally, age 4, fell on the sidewalk and skinned her knee. She went to her father crying.

   **Sally:** Daddy! Daddy! See how my knee is bleeding!

   **Father:** Sally, I know that hurts. Come and let's wash it and put some medicine and a band-aid on it. That will make it get well.

4. While Mother is putting her son's laundry away, she finds a box in the drawer, labeled, PRIVATE! KEEP OUT! Jason, age 12, walks into the room while she has the drawer open.

   **Jason:** What are you doing, Mother?

   **Mother:** I'm putting your clean clothes away, Jason.

   **Jason:** Did you look into my box?

   **Mother:** No, Jason. Everyone needs a place for his private treasures and I will not bother your box.

Supplement 10.1
PARENTING
(questions)

## GROWTH NEEDS OF CHILDREN

1. Do all children follow the same physical growth patterns? Explain your answer.

2. When do growth spurts occur in children?

3. Define motor development. How could success with motor skills make a child feel more positive about him/herself?

4. List as many things as you can in a child's daily activities that depend upon one or more of the 5 senses.

5. How would these 5 senses affect the child's intellectual development?

6. Define the word socialization in relation to the developing child?

7. How might a child's personality affect socialization?

8. Would a child be considered emotionally well-adjusted if he/she expressed only good emotions? Why or why not?

9. List as many characteristics of a healthy child as you can.

10. What are some common signs of ill health in a child?

11. What would be the disadvantage of overprotecting a child from danger?

12. What are some ways a home could be made safer for a child?

13. How can parents provide the same sensations the child experienced before birth (post-uterine substitutes)?

# TEENAGERS SEEK INDEPENDENCE

Directions: Read your role silently and then to the class. Then role play the situation. Discuss the questions.

1. Jane: You are 17 years old. You have only been allowed to date for one year and you still feel resentful toward your parents for this. As you see it, you have the most old-fashioned parents in town and you feel as though they really don't trust you. You have been seeing a very nice guy, Jerry. Jerry is a freshman at a nearby college. His fraternity is having a dance Saturday night and he has asked you to go. You have to speak with your father about it.

   Mr. Simon: You are the father of four children and Jane is the last one at home. You have always tried to do what is right for your family and you consider Jane your special "baby girl." You are concerned with all the news reports of rapes, murders, and the horrible things that sometimes happen to young girls. You realize that Jane will soon be on her own, but it's very hard to let go. Jane has just asked you about attending a fraternity dance where there will be no chaperones and she will be out very late.

   Questions for discussion:
   -How would you handle the situation if you were Jane?
   -How would you handle the situation if you were Mr. Simon?
   -Could Jane and her father compromise on the situation?
   -Do you think Mr. Simon's concerns are valid? Why or why not?
   -Do you think Jane is asking too much of her father? Why or why not?

2. Sam: You are 18 years old. Since the death of your father two years ago, you have had a part-time job to help with family living expenses. You have a 15-year old brother, James, and a 12-year old sister, Martha. You have missed out on a lot of high school activities because of your responsibilities at home. Your best friend, Tom, has offered to help you get a fulltime job after graduation. The job pays well but it is in a town 30 miles away. Tom has asked you to share an apartment with him close to work. You are going to talk to your mother about your move.

   Mrs. Legg: You are 40 years old and have worked as a salesclerk since the death of your husband. You are unable to get a better paying job because of your lack of training. You didn't further your education after high school and didn't work outside the home after you were married. Sam has just told you he wishes to leave home.

   Questions for discussion:
   -What are some reasons that Mrs. Legg might not want Sam to leave home?
   -What kind of support has Sam probably given his family other than financial support?
   -How might things at home have to change if Sam leaves?
   -What could Sam do to make his leaving easier on his mom?
   -What extra responsibilities might James and Martha have?
   -Do you think it's fair of Sam to want to leave home?

Supplement 11.1
PARENTING
(minute dramas)

## OPENING AND CLOSING COMMUNICATION

Directions: Determine which of the following minute dramas show communication being opened and which show communication being closed.

1. Sam is 16 years old and dislikes school very much. He wants to quit school and get a job.

   Sam: I can't seem to get ahead in school. I'm really having trouble with my classes. I'd like to just quit!

   Dad: No son of mine is goint to be a quitter. It's a disgrace!

2. Betty's boyfriend has just dumped her for another girl. She's very upset.

   Betty: I hate him! I don't want to ever see him again.

   Mom: I know you're upset. Would you like to talk about it?

3. Four-year old Barbara has a new baby brother, Tim. She is feeling rejected.

   Barbara: You don't love me anymore! You always hold Tim and not me.

   Mother: I know you are lonely sometimes. Tim needs all of us. Would you like to help me feed him?

4. Daniel, age 7, bursts through the door carrying a good report card.

   Daniel: Dad! Dad! Look at my grades!

   Dad: Not now, Daniel. Can't you see I'm busy?

5. Lance, a high school senior, is faced with the decision of whether or not to go to college.

   Lance: I just don't know what to do. I'm not sure college is right for me.

   Dad: It's a tough decision and it's up to you. Would you like to discuss some things that are bothering you?

6. Six-year old Nora is anxious to help her mother in the kitchen.

   Nora: Let me set the table, Mommy!

   Mother: You'll just be in the way. Go outside and play.

Supplement 11.1
PARENTING
(minute dramas)

## LACK OF COMMUNICATION

1. Brenda is a sophmore in high school and is getting ready to go to the movies.

   Mother: You're not going to go out dressed like that! That top is indecent!

   Brenda: Mom, this is the latest thing. You're just old-fashioned.

2. Seventeen-year old Frank comes in from school and leaves again before his parents come in from work. He is late getting back and his parents are worried.

   Dad: Where have you been? You could have at least left us a note.

   Frank: Do I have to tell you everything I do? I'm not a kid anymore.

3. Charlie, age 8, and his parents are having supper. His parents are interested in what he did at school today.

   Mom: How was school today, Charlie?

   Charlie: O.K.

   Dad: Well, what did you do?

   Charlie: Nothing.

Supplement 11.2
PARENTING
(worksheet)

## NEGATIVE vs. POSITIVE

Match the negative communication with the appropriate positive communication by placing the letter in the blank beside the number.

_____ 1. Stop pinching the baby.

_____ 2. Do you want to take a nap now?

_____ 3. Don't take Tom's toy.

_____ 4. Why don't you be more careful?

_____ 5. Quit pulling the cat's tail.

_____ 6. Don't smear my shoes.

_____ 7. Now that didn't hurt, so don't cry.

_____ 8. You are in my way.

_____ 9. You're too big to need help.

_____10. Do you want your applesauce?

A. Pet the cat gently.

B. Help wipe up the spilled milk.

C. It's time for your nap.

D. Play over here.

E. Let's see if you can put your coat on all by yourself.

F. Pat baby gently.

G. Do you like my new shoes? I'm saving them to wear to church. Let's put them in the closet so they will stay clean.

H. Eat your applesauce.

I. Tom is playing with the car. You may have the truck.

J. Get the mop.

K. I know it hurts.

Supplement 11.2
PARENTING
(story)

# A DIFFERENT STORY

Information: Tony is an active, very bright, 6-year old. His parents, Mr. and Mrs. Walker, try to be good parents, but the methods they use leave much to be desired. The following story is about a day in Tony's life. See if you can improve the situation by changing the negative communications to more positive ways of speaking.

- - - - - - - - - - -

This was a very special day for Tony and he was so excited that he couldn't wait to get to school. His class was going on a field trip to the zoo and Tony has been asked to bring the peanuts to feed the elephants.

Tony rushed into breakfast. His mother took one look at him and sighed, "Don't you remember anything I say? Just look at you! Your shirt is on backwards and you haven't tied your shoes!"

"I'm sorry Mom," Tony said as he quickly pulled the skirt over his head and turned it around. "We're going to see lots of big animals today!"

In the struggle with his shirt, Tony accidentally turned over his glass of milk.

"How could a child of mine be so clumsy?! Why aren't you more careful?" scolded his mother.

As Tony started eating, the criticisms got worse.

"Don't hold your fork that way! And stop fidgeting in your chair. You're going to turn something else over," said his mother with an angry look on her face.

Soon Tony's father came to the breakfast table. "Good morning, Son. What are you so excited about?"

"We're going to visit the animals at the zoo today!" exclaimed Tony.

"That's nice," replied Mr. Walker, "but don't get too close and don't wander away from the rest of the group."

"Yes," Tony's mother said as she joined the conversation, "and don't forget these peanuts. I had to make a special trip to the grocery store last night."

Just as Tony's parents finished talking, the school bus appeared around the curve down the road.

"Stop being so slow, Tony. Here comes your bus!" Mrs. Walker exclaimed as she hurried Tony out the door.

When Tony and his classmates reached the zoo, they stampeded off the bus. Instantly, the teacher tried to gain control.

"Now children," she scolded. "Don't run. Stay on the sidewalk, and don't step in any mud puddles. Above all, don't stick your hands in the animals' cages. And stop yelling so you can hear what *I'm* saying."

Tony really enjoyed his trip to the zoo that day--even if it did seem to him that every time he turned around, he was being told what *not* to do.

When he arrived home that evening, he rushed inside to tell his mom all about his adventurous day. In his excitement, he let the screen door slam behind him.

"Mom! Mom! I'm home!" yelled Tony jubilantly.

"How many times have I told you *not* to slam the screen door!! And stop right where you are. Your shoes are covered with dirt." his mother said with a disgusted look on her face.

Tony was disappointed. He had been so anxious to tell his mom all about the animals. Tears started to trickle down his cheeks.

"Now don't start *that*. Big boys don't cry," said his mother. "Go to your room until you feel better."

Instead of going to his room, Tony went through the house and out the back door to the porch where his dog, Sam, was tied. Sitting down beside his best friend, Tony sobbed, "Sam, do you want to hear about the elephants?"

Supplement 12.1
PARENTING
(game)

## CONFIDENCE AND SELF-WORTH

Directions for making the game: Using index cards, write one phrase from below, on each card. Put all cards into a box. One box of phrases per four players is needed.

Rules: Students will work in groups of 5. (1 judge, 4 players)

First student draws one card from the box and read the phrase it contains. The student will then tell if the phrase builds or destroys self-confidence in a child.

If the student is correct, she/he scores 5 points. Students take turns drawing cards until all have been used. The person with the highest score is the winner.

The purpose of the judge is to verify correctness of each answer and to settle arguments.

After the game is played, discuss the effects use of the phrases would have on children.

Phrases:

Can't you do anything right?

Here! Let me do that for you.

My! What a pretty picture. Did you do that?

You bad boy!

Stop that noise right now!

What a good job you've done!

You'll break it! Put it down!

Let's pick up these toys.

Aren't you a good girl.

You should know better than that!

Why can't you be more careful?

Thank you for helping me to the dishes; the forks are so shiny.

Here, you've got your shirt on wrong. Let me put it on you right.

If you spill your milk, Mommy will spank you.

Which of these shirts do you want to wear?

Supplement 12.1
PARENTING
(minute dramas)

## BUILDING CONFIDENCE

Directions: Act out each of the minute dramas and complete the following?

A. Which of the situations would build a child's confidence and which would not?
B. Rewrite those which would destroy feelings of self-worth so that they too would build confidence.
C. Why is a parent's attitude toward their children so important?
D. Do you think parents are usually tougher on boys or on girls? Explain your answer.

Minute Dramas

1. Jackie is learning, with much difficulty, to ride a bicycle. His dad is assisting.

   Jackie: Dad, I can't do this. I wreck every time you let go.

   Dad: You're going great! You went quite a ways without my help. Try again.

2. Jane rushes in from school to show her mom her grade card.

   Jane: Look Mom! I came up in Math and got an A in English.

   Mom: What happened to your Science grade? I don't understand why you have so much trouble with that subject.

3. Tommy is a member of a little-league baseball team. After their first game, he runs over to see his dad.

   Tommy: Dad! Dad! Did you see me hit that ball!?

   Dad: That was good, but you ran so slowly I didn't think you were going to make it to first base.

4. Melanie, age 4, brings her mother a picture she has drawn.

   Melanie: Look Mom! I made this for you.

   Mom: Thank you! That's a very nice picture. I'll hang it here on the refrigerator so your father can see it.

5. Rusty, a beginning driver, is trying to parallel park the family car. He is on his second attempt.

   Rusty: I think I've got it this time! I'm finally getting the hang of it.

   Dad: Let's face it, Son. You'll never be the driver your brother is.

6. Linda, a beginning sewer, is having a hard time putting in a zipper. Her mother is helping her.

Linda: How's this, Mom?

Mom: Oh, Linda! You are doing so much better. Your stitching is getting straighter. But try that last step again. OK?

## WAYS TO BUILD CONFIDENCE

1. Why does a child need lots of encouragement?

2. What are some nonverbal ways a parent can use to build a child's confidence and feelings of self-worth?

3. Why is it important to take note of your own actions in front of children?

4. When communicating with a child, what are 3 ways you can get on his/her level?

5. How does reinforcement help a child gain feelings of confidence and self-worth?

6. What attitude must you develop toward children before you can help them gain confidence?

7. How can you help a child succeed at what he/she is doing?

8. When rearing children, why would it be important for parents to agree upon methods to be used?

9. How can you show a child that you respect him/her as a person?

10. Rewrite the following negative statements to make them positive.

    A. Don't you ever do anything right? That's the second time you have turned over that vase.

    B. Don't hit the dog.

Supplement 13.1
PARENTING
(bulletin board)

# SIGNS OF ABUSE AND NEGLECT

FR**A**CTURES
**B**URNS
MALN**U**TRITION
BRUI**S**ES
LAC**E**RATIONS

ABA**N**DONING
UN**E**QUAL TREATMENT
HARSH LAN**G**UAGE
WITHDRAWA**L**
**E**XPOSURE
LACK OF **C**ONCERN
DIR**T**Y CLOTHING

## ABUSE OR NEGLECT - WHICH IS IT?

Directions: Classify the following signs as being: A - abuse

N - neglect

_____ 1. bruises

_____ 2. unequal sibling treatment

_____ 3. malnutrition

_____ 4. fractures

_____ 5. lack of concern for

_____ 6. shooting

_____ 7. exposure

_____ 8. exposure to immoral conduct

_____ 9. kicking

_____10. inadequate medical care

_____11. burns

_____12. biting

_____13. lacerations

_____14. failure to provide necessary clothing

_____15. drug addiction during or after pregnancy

_____16. using sexually

_____17. dismemberment

_____18. hemorrhage

_____19. abandoning

_____20. welts

Supplement 14.1
PARENTING
(case studies)

## BATTERED CHILDREN

1. Janet is the mother of a baby girl. She had looked forward to having this baby and being a mother. At last she would have someone to love her and really need her. Don was always so busy with his job and friends that he didn't spend much time at home. They lived so far away from their friends and family and Janet was alone much of the time. The new baby would be company and so much fun.

   Soon after the baby's birth, Janet discovered that things weren't as good as she expected. There was so much to do for the new baby and she couldn't manage to keep the house as neat and clean as she wanted. She was always rushed for time. Everytime Janet became involved in any of the household chores, the baby cried for hours and had to have attention. She became so upset at times that she slapped the baby when she cried. When Janet did this she always felt guilty. Being a mother wasn't much fun after all. The baby had become a burden rather than a joy.

2. Johnny's teacher was upset with him for being late again. He could have been on time if Daddy hadn't made him change to a long sleeve shirt to hide the big bruise Mother had made when she hit him last night.

   It was hard for Johnny to stay awake and do his work. As usual, there was no food in the house and he hadn't had breakfast. Miss Jones had looked at his dirty clothes when he came in this morning. She wanted Mother and Daddy to come to school to talk to her, but Johnny knew there was no need to tell them. They didn't care about him.

   Johnny ate his candy bar and potato chips alone in a corner of the playground. The other kids never wanted to play with him, so he stayed in his corner and watched them play.

   Johnny was glad when school was over. He tried to like school, but he just couldn't do the things the other kids could do. He would take the long way home and look at all the pretty things in the shop windows. If he was lucky, Mother and Daddy wouldn't be home when he got there.

Discussion Questions:

1. Do mothers abuse children more frequently than fathers? Why do you feel this way?
2. Were Janet's expectations of the new baby typical of the abusive mother?
3. Why did Janet hit her baby?
4. What external symptoms of an abused child did Johnny have?
5. Were Johnny's feelings about himself and his parents typical of an abused child?
6. When are father's likely to be abusive?
7. Why does one spouse permit the other to abuse children?

Supplement 17.1
PARENTING
(case studies)

## CHILDREN IN ONE-PARENT FAMILIES

Directions: Read the following case studies and determine how the children fare in each.

1. Jimmy is 18 months old. His mother, Susan, is an unmarried 16 year old. They live in a two-room apartment with meager furnishings. Susan has a job as a salesclerk and has to work very long hours. An elderly lady next door keeps Jimmy during the day, but has no interest in small children. When Susan comes in from work, she is usually tired and doesn't want to spend time with Jimmy. Her nerves are always on edge and she loses her temper and spanks Jimmy for no reason. It has even gotten to the point that she resents him because she would like to go out and have some fun like other girls her age.

2. Steve deserted his wife, Alice, soon after Lorie was born. Lorie is now 5 years old. Alice and Lorie live with Alice's mother, Sadie. Alice works long hours as a waitress. Lorie attends kindergarten and Sadie is always at home when Lorie gets home from school. Sadie and Alice enjoy taking Lorie places. They give her lots of attention and affection. Lorie doesn't miss her father whom she has never seen.

3. Mike and his wife, Ann, have recently divorced. Mike has custody of their small children, Michelle, age 4, and Larry, age 6. Mike is an assistant bank president and has enough income to support himself and the children well. The children love their father, but they can't understand why their mother went away. They miss her and wonder why she doesn't want them.

4. When Ralph and Martha were divorced, Martha was granted custody of their three children: Lisa, age 6; Julie, age 8; and Billy, age 12. Ralph has visiting rights.

   After school is out in June, the chldren go to stay with their father in another state until school starts in September. He is very permissive and never says "no." When it's time for Lisa, Julie, and Billy to return home to their mother, they don't want to go. They know Martha will not let them do as they please. Ralph says they can stay. He says there isn't anything the law can do to make him return the children to Martha since he lives in another state.

5. Douglas is 10 years old. His father died two years ago, so he and his mother, Linda, live alone. Linda is a legal secretary in a large law firm and has had little trouble, financially, raising her son. Douglas misses his father, but over the past couple of years, he has been able to accept the fact that his father is gone. His Uncle Fred visits them often and takes Douglas on camping trips to the mountains. Linda works hard at being both mother and father to Douglas and spends as much time with him as possible.

Supplement 17.2
PARENTING
(skit)

# RIGHTS OF FATHERS

Characters: Lawyer (Mr. Adkins); Tommy Smith (father); Prosecuting Attorney (Ms. Yeager); Judge Hughes; Shannon Brace (mother); and Foreman of the Jury. (other class members will be Jurors)

Props: Robe, gavel, desk, and chair for Judge. Chair for witnesses.

## Part 1

Introduction:

The court is in session. Tommy Smith is trying to get custody of his five-month old son. The child was born out of wedlock. The parents are two teenagers facing the most important decision of their lives. The mother has no alternative but to give up the child (at least that's what she claims). The father wants custody of the child because it is his and he feels he has rights.

The session has already been called and Tommy has been called to the witness stand and is given the oath.

Lawyer - Mr. Smith would you tell us the reason for wanting custody of a child that you really don't know is yours?

Tommy - I feel it is my responsibility. I feel the child is mine and a part of me. I also feel that Shannon doesn't have the right to make a decision whether or not my Chris should be adopted by a family we don't even know, when I could have custody of him. I would probably give him a better home. Don't I have the right to make a decision about my own son?

Lawyer - You said you could give him a better home. How are you planning to accomplish this?

Tommy - I can with the help of my mother and father. We are very close and my family has enough money to handle this.

Lawyer - (Turning toward the defendent's chair) Your witness, Ms. Yeager.

Attorney - Mr. Smith, you said earlier that you feel you have the responsibility for the child and its care, did you not?

Tommy - Yes.

Attorney - Well, Mr. Smith, tell me, why didn't you marry the mother (Ms. Shannon Brace) of the child? And why did you wait till now to feel this responsibility?

Tommy - (A little anger showing in his voice) To answer your first question, I asked Shannon to marry me but she refused. She said she didn't need my pity or my help. When I heard that Shannon was giving Chris up, I felt that I should speak up. I have rights too, you know.

Attorney - Mr. Smith, you said that you could supply a good home for the child. Is it true, Mr. Smith, that within the past few months you have had three different jobs and have been unable to hold any of them?

Tommy - Well, I just couldn't get along with the managers where I worked and. . .

Attorney - Just answer yes or no, Mr. Smith.

Lawyer - Objection! The witness has the right to make any statement that is important to the stated case.

Judge - Sustained. Just answer the question, Mr. Smith.

Attorney - And is it true, Mr. Smith, that you said that your parents will help take care of the child?

Tommy - Yes.

Attorney - And is it true, that you have been living alone for the past year because you were, so to speak, thrown out of the house, Mr. Smith?

Tommy - (Showing signs of panic) Yes.

Attorney - (Walking away) That's all, Mr. Smith.

Judge - You may step down, Mr. Smith.

### Part 2

Shannon Brace is called to the stand and is given the oath.

Attorney - Ms. Brace, please tell the court why you chose to give the child up for adoption.

Shannon - Well, I didn't want the kid because of him.

Attorney - To whom are you referring?

Shannon - Tommy Smith, that's who. I asked him to marry me but he said no. So I said I didn't care and that I was going to give up the kid.

Attorney - That's all, Ms. Brace.

Lawyer - Ms. Brace, will you remember that you are under oath and answer these questions truthfully. Did you want to tie Tommy down just to get back at him?

Shannon - No.

Lawyer - Why did you give up the child? You didn't give him up because you are poor.

**Shannon** - I didn't want him.

**Lawyer** - That's all, Ms. Brace.

## The Address to the Jury

### Part 3

**Lawyer** - Ladies and gentlemen of the Jury, I would like to talk to you about Tommy Smith, a young and responsible father trying to get custody of the only child he has. It is true that every child needs a mother, but when the mother gives up that child, the father should have the right to take custody of the child. Ladies and gentlemen, this is a decision that you will have to make, but keep in mind that Tommy's chance to become a real father lies in your hands. Thank you.

**Attorney** - Ladies and gentlemen of the Jury, please keep in mind the child. Will you deny this child a chance to have a happy home with adopted parents who really need him and want him? Are you going to put the child in an unstable home? Just put yourself in place of the child and decide where you would rather be. Then, you will come to the only sensible decision. Ladies and gentlemen of the Jury, I thank you.

"Jurors" will list and evaluate alternatives and come to a decision. Conclude by having each "juror" give the reasons for his/her decision. "Jurors" will also tell who was given the most consideration: the child, the mother, or the father.

## SINGLE PARENTS

Read the case studies and answer the questions below:

### John

During a coffee break discussion, John, a divorcee, and his unmarried friend, Tom, are discussing Tom's ski trip for next weekend. John says he has custody of the two children and is taking them to the zoo this weekend. Tom wishes him luck and thinks it is a good thing John got custody. He loves the children and tries to take good care of them. John's ex-wife turned into a real alcoholic after the last child was born.

### Ann

Ann is a pregnant divorcee who has two other preschool children. Her husband kept the only family car after the divorce. Ann's widowed mother who lives with her is often ill. Then Ann has to get a neighbor to come in to look after both her mother and the children while she is at work. In spite of her difficulties, Ann is glad to be on her own. Her former husband abused her and the children. She is still a little afraid he might return to town.

### Julie

Julie is 16 years old; she lives with her parents. Her child is three months old. Both of Julie's parents work, and as a result, Julie had to drop out of school when the baby was born. The family couldn't afford a babysitter. Julie and her parents constantly argue over money. Julie got a chance to go out for an evening with some friends, but her mother had to work overtime. The only thing she is thankful for is that she didn't marry the baby's father. She doesn't know why she ever got involved with him.

### Questions:

1. What are the advantages for each parent?
2. What are the disadvantages for each parent?
3. What are the advantages for each child?
4. Whar are the disadvantages for each child?

# NUTRITION

Attitudes toward food are as important in achieving a balanced diet as is nutrition knowledge. A variety of factors influence what people actually eat. Knowing the facts of nutrition helps people choose wisely only if they are motivated to do so. Most teenagers have been exposed to some prior nutrition instruction at some time, but this may inhibit desire for further learning. This unit approaches some of the basic nutrition facts through the back door. Traditionally we have taught about food guides such as the basic-four and the functions and sources of nutrients. Then if time permitted, we taught some applications. In this unit, food guides and nutrients are taught only as they relate to other concepts such as eating patterns (eating out, one main meal, snacking, vegetarianism, etc.). Eating patterns are linked with lifestyle and a variety of other factors. Changes within patterns of eating are more easily negotiated than changes in the patterns themselves. Similarly, persuading people to improve their diets by increasing the amounts of certain culturally accepted foods is easier than attempting more radical changes. Psychological and sociological factors also influence what we eat. We may eat as a reward, for consolation, or because friends and family do. The various reasons for eating besides hunger are considered and the effects studied.

Age, sex, body type, size, and activity all affect how many calories and amounts of nutrients are needed. Being overweight is a common American problem, one reason being that adults often continue eating the high-calorie diet needed by teenagers. Our preoccupation with being overweight (either real or fancied) often leads us to adopt fad diets that fail to produce lasting effects. Many of these diets are harmful. Affluence has led Americans to adopt diets too high in cholesterol even though we seldom have nutritional deficiency diseases.

People hold many misconceptions about food. Students will examine some of these misconceptions and learn about valid sources of nutrition information. Recent research shows that some of our previous good advice was not so good. For example, we now know that babies are healthier if their mothers have not sharply limited their food intake during pregnancy. Some physicians still recommend strict control of weight during pregnancy because they have not kept up with the latest developments.

Diets of pregnant teenagers are of special concern because teenage mothers and their babies suffer more complications and their mortality rate is higher than average. One reason is the poor nutritional status of teenage girls. Many who become pregnant are not eating a diet that adequately supports their own growth, let alone that of the fetus.

Attitudes toward food are learned early in life. Because parents love to see fat babies and children, they may encourage eating habits that lead to obesity. Childhood obesity often leads to obesity in adulthood. These adults have more difficulty controlling their weight because of the physiological changes that result from childhood obesity.

This unit acknowledges the reasons that people fail to eat properly and gives students some tools to help combat some of their reasons for eating poorly. We have tried to avoid the dogmatic approach to what one "ought" to eat and concentrated on how to achieve an adequate diet under a variety of circumstances.

Area: NUTRITION Concept: FOOD USE

Essential Competency: 1.0 The learner will demonstrate knowledge of sociological, cultural, psychological, and economic factors on food chosen.

N-2

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| List 10 of your favorite foods. Associate the reason you enjoy this food with each food choice you listed. | | 1.1 Given a case study, the learner will relate food choices to social factors. |
| Read the suggested references to determine why people choose the food they eat. | Kowtaluk & Kopan. Food For Today. Bennett, 1977, pp. 13-15, 25-27.<br>Nutrition Source Book. National Dairy Council, 1978, p. 34. | |
| Ask 5 people not in class to complete Food Association (Supplement 1.1). Summarize the responses and discuss. | Supplement 1.1. Food Association (activity). | |
| Read the case studies in Supplement 1.1, Food Choices vs. Social Factors to find the social factor which has determined food choices in each study. | Supplement 1.1. Food Choices vs. Social Factors (case studies). | |
| Read to find out how various food patterns developed, about regional foods, and how immigrants influenced American food. | Kowtaluk & Kopan. Food For Today. pp. 16-24, 451-453, 439.<br>Food is More Than Just Something To Eat. USDA, 1976, last 2 pages of book. | 1.2 Given a case study, the learner will identify national and regional choices and/or customs that influence food selection. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the filmstrip I Eat What I Like Regardless. Complete activities from the teacher's guide. | Filmstrip: I Eat What I Like Regardless. FOODS, FADS AND FALLACIES. Walt Disney. | |
| Choose one of the following food patterns which would influence people where you live. Report to the class. Use Food For Today and at least one other source.<br>American Food:<br>American Indian Food<br>Northeast Food<br>Pennsylvania Dutch Food<br>Midwestern Food<br>Southern Food<br>Appalachian Food<br>Creole Food<br>Soul Food<br>Southwestern Food<br>Pacific Coast & Northwestern Food<br>Hawaiian Food<br>Foreign Food from:<br>Great Britain<br>France<br>Spain<br>Scandinavia<br>Germany<br>Italy<br>Russia<br>Near and Middle East<br>Africa<br>India<br>China<br>Japan<br>Mexico<br>Share an eating pattern of your family which has been influenced by one of these. | Kowtaluk & Kopan. Food For Today. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Act out a role in a minute drama, Psychological Meanings of Food (Supplement 1.3). Discuss the following in relation to the minute dramas.<br>Use of food as a weapon<br>Use of food for a sense of security<br>Use of food as a reward<br>Use of food to relive the past<br>Introduction of new food | Supplement 1.3. Psychological Meanings of Food (minute dramas). | 1.3 Given a list of food choices and behaviors, the learner will identify the psychological meaning of the eating pattern. |
| Interview the person in your household responsible for purchasing food. Ask the following:<br>A. Has the price of food altered in the last 6 months?<br>B. Have you changed the kinds of food purchased because of price change?<br>C. Have you changed other purchases because of the price of food?<br>D. Would you share some examples of changes you have made? |  | 1.4 Given a list of economic factors affecting the price of food, the learner will describe the effect of the cost of food on the family. |
| Read to find out why food prices change. Relate your findings to prices in your area. | Kowtaluk & Kopan. Food For Today, pp. 174-175. |  |
| Invite the manager of a super market to discuss price variations in food according to the season and how the form of food affects the price (frozen, canned, dried, fresh, etc.). |  |  |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read to determine how homemakers use of their resources (time, skill, and money) affects food choices, and what foods provide good nutrition at lower cost. | Kowtaluk & Kopan. Food For Today, pp. 109-110.<br>"Nutrition-wise Food Buys." Nutrition Source Book. National Dairy Council, p. 32.<br>Your Money's Worth in Foods. USDA, 1979. | |
| Summarize what you have learned in a discussion of how the following factors affect family food costs: price, food supply, season of year, inflation, amount of meat purchased, and form of food. | | |
| Indicate your food likes and dislikes by filling in the Checklist of Foods Likes (Supplement 1.5).<br>Refer to your list of 10 favorite foods (activity for 1.1) and add to this list your 10 least-liked foods. Give reasons why you like or dislike each food.<br>Share with the class a pleasant memory you have concerning food. | Supplement 1.5. Checklist of Foods Likes. | 1.5 After summarizing his/her own personal food likes and dislikes, the learner will relate them to social, parental, and other influences. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Interview 5 friends, 3 not in your class.<br>What is your favorite food?<br>Why is this your favorite food?<br>Try to discover if the reason for their favorite food choice is social, psychological, cultural, parental influence, or a combination of factors. | | |
| Play Food Lotto (Supplement 1.5) and discuss factors that affect food preferences. | Supplement 1.5. Food Lotto (game). | |
| Use the worksheet "Our Changing Eating Habits" to survey members of your parents' and grandparents' generations. How have food patterns changed? Remained the same? | "Our Changing Eating Habits." Grains in Your World. Quaker Oats Co., 1976. (spirit masters). | |

Area: NUTRITION Concept: FOOD CHOICES

Essential Competency: 2.0 The learner will describe a variety of eating patterns by which nutritional needs can be met.

N-7

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss what people think of as the "typical" 3-meal a day pattern. Break into groups and list as many other eating patterns as you can: vegetarianism, snacking, one major meal, etc. | | 2.1 Given case studies, the learner will identify a variety of eating patterns. |
| Ask a resource person who has an eating pattern that is unfamiliar to you to discuss what and when he or she eats, or interview people and report your findings. Read to find out more about some of the eating patterns. | Kowtaluk & Kopan. Food For Today, pp. 121, 146. | |
| View the filmstrips, Ethnic Food Varieties and Vegetarian Diets. Discuss how these food patterns differ. | Filmstrips: Ethnic Food Varieties and Vegetarian Diets. FOOD FADS AND FALLACIES. Brunswick. | |
| Discuss the eating patterns identified in the last lesson for their nutritional adequacy, pitfalls of eating, and how each can be improved.<br>Prepare menus for an assigned eating pattern that will meet the requirements of good nutrition. | Nutrition Source Book. National Dairy Council.<br>Food is More Than Something to Eat. USDA.<br>Kowtaluk & Kopan. Food For Today. | 2.2 Given descriptions of a variety of eating patterns, the learner will describe ways each may be made nutritionally adequate. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Participate in Campaign Manager to learn about nutritious snacks (Supplement 2.2). | Supplement 2.2. Campaign Manager (simulation). | |
| Rate your own snacks using the Dairy Council poster. | Poster: Your Snacks--How Do They Rate? National Dairy Council. | |
| Read the case study, A Day in the Life of an Overweight (Supplement 2.2). Write 10 suggestions that would improve the nutritional adequacy of the diet. | Supplement 2.2. A Day in the Life of an Overweight (case study). | |
| View the filmstrips Getting Fit and Staying Fit. Discuss how teenage nutrition can be improved. | Filmstrips: Getting Fit and Staying Fit. TEENAGE NUTRITION: THE PICTURE OF HEALTH. Current Affairs Films, 1977. | |

Area: NUTRITION Concept: WEIGHT CONTROL

Essential Competency: 3.0 The learner will recognize present societal attitudes toward body size.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Find people in the Guiness Book of World Records who are out of the normal weight range. What is your reaction to them? | McWhirter. Guiness Book of World Records. Bantam Books, 1979. | 3.1 Given descriptions of overweight and underweight persons, the learner will indicate the attitude of society toward weight outside the normal range. |
| View pictures of people who are overweight or underweight and discuss society's reaction to them. How will this reaction affect the feelings of the people? | | |
| Participate in a buzz session to list names used to tease and hurt an overweight or underweight person. Discuss the effect of these names on the feelings of the person. | | |
| Bring to the class pictures of 1940-50 movie stars. Discuss the different standard of the beautiful body size in comparison with toady's standard. | | |
| Participate in the skit Why the Y? (Supplement 3.1). Discuss the attitudes of the recreation director. | Supplement 3.1. Why the Y? (skit). | |
| Read Supplement 3.1, Stigma of Obesity. Discuss your reaction with the class. | Supplement 3.1. Stigma of Obesity (article). | |

Area: NUTRITION Concept: WEIGHT CONTROL

Essential Competency: 4.0 The learner will identify various causes of overweight.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read about basic body types and find height/weight charts for persons with different sized frames.<br>Define underweight, overweight, obesity, and ideal weight. Relate these to age, sex, and body build.<br>Identify your body type. Discuss the influence of body structure on your weight. | Kowtaluk & Kopan. Food for Today, pp. 123-125.<br>Irwin. Overweight--A Problem for Millions. PA Pamphlet # 364A.<br>Deutsch. Realities of Nutrition. Bull, 1976, pp. 61-62.<br>ABC's of Good Nutrition. Channing L. Bete, p. 14. | 4.1 Given diagrams of typical body types, the learner will identify them and indicate predisposition to overweight. |
| View the bulletin board Food for More than Hunger (Supplement 4.2), which illustrates people eating for reasons other than hunger. | Supplement 4.2. Food for More than Hunger (bulletin board). | 4.2 Given case studies, the learner will describe environmental factors that cause individuals to eat from reasons other than hunger. |

N-10

| Activities | Instructional Materials | Evalua |
|---|---|---|
| Discuss the following questions:<br>What is hunger?<br>What is appetite?<br>How does a baby act when hungry?<br>How does an adult feel when hungry?<br>When do you want to eat? | | |
| Read to discover why people are overweight. | Kowtaluk & Kopan. Food For Today, pp. 127-129.<br>Deutsch. Realities of Nutrition, pp. 57-61. | |
| Read case studies, Reasons for Eating (Supplement 4.2), and list factors other than hunger which cause individuals to eat and discuss with the class. | Supplement 4.2. Reasons for Eating (case studies). | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Invite a dietitian or nurse to discuss with the class the relationship between childhood and adult obesity. | | 4.3 Given situations, the learner will illustrate the relationship between obesity in infants and children and adult obesity. |
| Read the article Childhood and Adult Obesity (Supplement 4.3) and Deutsch, Realities of Nutrition, page 61. | Supplement 4.3. Childhood and Adult Obesity (article).<br>Deutsch. Realities of Nutrition, P. 61. | |
| Interview a new mother and one whose children are grown about their doctor's recommendations about feeding babies. How have ideas changed about the desirability of babies being fat? | | |
| Examine charts to determine calorie requirements according to age and sex. Predict what will happen when people consume more or less energy than is required. | ABC's of Good Nutrition, p. 6. | 4.4 Given a list of activities, the learner will group activities according to amounts of calories used. |
| Read to find out the number of calories used for various activities. | Kowtaluk & Kopan. Food for Today, p. 126.<br>Deutsch. Realities of Nutrition, pp. 66-68, 71. | |
| Participate in the game Wheel of Activity (Supplement 4.4) to discover the relationship of activities and calorie expenditure. | Supplement 4.4. Wheel of Activity (game). | |

Area: NUTRITION

Concept: WEIGHT CONTROL

Essential Competency: 5.0 The learner will investigate ways of controlling weight.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Take the pretest "Weight Control--Fact or Fiction." | "Weight Control--Fact or Fiction." A Teaching Guide. The Potato Board. | 5.1 Given several situations, the learner will describe the relationship between eating habits and over- or underweight. |
| Read about the effect of calories and activities on weight. | Kowtaluk & Kopan. Food for Today, pp. 126-127.<br>"Eating Right for Weight Control-Calories Do Count." A Teaching Guide.<br>Food and Your Weight. USDA, 1977. | |
| Role play situations which illustrate eating habits after school, at bedtime, at school activities, before meals, while watching television, while talking on the phone, at the movies, at sports activities, etc. Discuss how each situation affects weight. | | |
| Determine your own calorie needs for your desired weight using directions in ABC's of Good Nutrition. Is gaining or losing weight more of a problem for you now, or likely to be in the future? Read more about gaining or losing weight and plan menus to achieve weight loss or gain. | ABC's of Good Nutrition, p. 14.<br>Kowtaluk & Kopan. Food for Today, p. 139.<br>The Way to Weigh More. Ohio Department of Health. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
|  | Christakis & Plumb. Obesity. Nutrition Foundation. |  |
|  | Taif. Personalized Weight Control. National Dairy Council, 1978. |  |
|  | Leverton. A Girl and Her Figure. National Dairy Council, 1976. |  |
|  | Gregg. A Boy and His Physique. National Dairy Council, 1976. |  |
| Read and discuss case studies about people who need to gain weight (Supplement 5.1). | Supplement 5.1. Hints for Gaining Weight (case studies). |  |
| Invite a dietitian to talk to your class about diets to gain or lose weight. |  |  |
| Complete the worksheet "The Consumer and Nutrition." | "The Consumer and Nutrition (Part 1). Grains in Your World. |  |
| Use Supplement 5.1 Formula for calculating the amount of food needed to gain 1 pound. Apply the method using your favorite food. | Supplement 5.1. Formula (transparency). |  |
| Divide into groups and categorize the activities listed in Calorie Expenditures (Supplement 5.2) according to amounts of energy expended. Check list with Food for Today. Read from references if additional information is needed. | Supplement 5.2. Calorie Expenditures (worksheet).<br>Kowtaluk & Kopan. Food for Today, pp. 126. | 5.2 Given case studies, the learner will describe the relationship between activity levels and calories used. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| | Leverton. A Girl and Her Figure.<br>Gregg. A Boy and His Physique. | |
| Interview 5 adults you know who participate in some type of activity for weight control. Discuss and share these with the class. | | |
| Invite resource person (P.E. teacher or recreation director, etc.) to discuss the relationship between activity levels and calories used. | | |
| Play Bod Mod (Supplement 5.3) to find ways of modifying eating patterns to control weight. | Supplement 5.3. Bod Mod (game). | 5.3 The learner will apply techniques of behavior modification to weight control for self and others. |
| Read about how behavior modification can help you and others. | Kowtaluk & Kopan. Food for Today, pp. 130-132. | |
| | Supplement 5.3, Behavior Modification and Weight Control (article). | |
| Invite a person from Weight Watchers Maintenance Program to discuss how behavior modification has been adapted to their program. | | |
| Read Dear Diet Dotty (Supplement 5.3). Brainstorm for other ideas to control your weight. | Supplement 5.3, Dear Diet Dotty (letters). | |
| Complete the Weight Control Questionnaire and discuss the questions (Supplement 5.3). | Supplement 5.3, Weight Control Questionnaire. | |

Area: NUTRITION  Concept: FOOD MISINFORMATION

Essential Competency: 6.0 The learner will identify and analyze items of food misinformation.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Bring to class examples of fad diets. List on chalk board the diet you brought and give a short explanation. | | 6.1 Given a variety of diets, the learner will identify fad diets which would give only limited success in weight control. |
| Read The Problem With Fad Diets (Supplement 6.1). | Supplement 6.1. The Problem With Fad Diets (article). | |
| Complete the worksheet The Five Fads (Supplement 6.1), placing the diets listed on the board in one of the five categories. | Supplement 6.1. The Five Fads (worksheet). | |
| View and discuss one or more of the filmstrips listed. | Filmstrips:<br>Is There a Perfect Diet? FOODS, FADS AND FALLACIES. Walt Disney.<br>Fundamentals of Good Eating. FOOD FADS AND FALLACIES. Brunswick. | |
| Read more about how to evaluate diets. Review Supplement 6.1, The Five Fads. | Kowtaluk & Kopan. Food for Today, pp. 136-137. | |
| Prepare a report on devices and treatments advertised to help one lose weight. | In Only Four Weeks. . .. HEW. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Compile advertising slogans about food and evaluate. Examples:<br>- Coke adds life.<br>- As a woman you need 2 1/2 times more iron than a man.<br>- Folger's Coffee is the richest kind because it's mountain grown. | | 6.2 Given a variety of nutrition misinformation, the learner will describe ways in which each can be costly or harmful. |
| Play Food Fact or Fantasy. (Supplement 6.2). | Supplement 6.2. Food Fact or Fantasy (game). | |
| Interview several people to discover what nutrition misinformation is common in your area (Supplement 6.2 - Views on Food). | Supplement 6.2. Views on Food (questionnaire). | |
| View the filmstrips listed and perform some of the suggested activities in the teacher's guide. | Filmstrips: Food Fads: You Bet Your Life and Is "Natural" Healthy? FOOD, FADS AND FALLACIES. Walt Disney. | |
| Read to find out about other food misinformation. Discuss the extra cost or potential harm that can arise from the various pieces of nutrition misinformation that you have encountered. | Myths of Vitamins. FDA Consumer.<br>Morrison. What About Vitamin C? FDA Consumer.<br>Vitamin E--Miracle or Myth? FDA Consumer.<br>Margolius. Health Foods: Facts and Fakes. Public Affairs Pamphlet #498.<br>Deutsch. Realities of Nutrition, Chap. 1, 2, & 3. | |

Area: NUTRITION

Concept: FOOD MISINFORMATION

Essential Competency: 7.0 The learner will identify authentic as well as less valid sources of nutrition information.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Bring an article of nutrition information to class. List the source of the article, date,and author. Discuss its credibility and research (if any) on which it was based.<br>Do you think the information is authentic? | | 7.1 Given a list of sources of nutrition information, the learner will distinguish between valid and less valid sources. |
| Evaluate the article using the checklist Is It Valid? (Supplement 7.1) and/or Nutrition Source Book. | Supplement 7.1. Is It Valid? (checklist).<br>"Toward Consumer Competence in Using Nutrition Communications." Nutrition Source Book, p. 35. | |
| Study Supplement 7.1 Who Can You Trust? to determine sources of valid nutrition information. | Supplement 7.1. Who Can You Trust? (list/addresses). | |
| Prepare a report and present to the class on less valid sources of nutrition information. Why are some of these sources so popular? | Deutsch. Realities of Nutrition, Chap. 2.<br>Deutsch. The New Nuts Among the Berries. Bull, 1977. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Divide into teams and develop one question per team member about nutrition (these should be ones for which class members probably do not already know the answers).<br>Write questions on separate slips of paper, drop in a box. |  | 7.2 Given a question concerning nutrition, the learner will list several sources used to locate the correct answer. |
| Play *Nutrition Information Scavenger Hunt* by then having the captain from each team draw questions for members of that team. Each team decides how to assign the task of finding the answers. The team that finds the most correct answers using valid sources wins. Award 1 point for each correct answer. The entire class or a panel of judges will determine validity. | *Nutritive Value of Foods*. USDA, 1977.<br>Supplements and references from the previous lesson may be consulted for sources of information. The school and/or public library may be used to find answers. |  |

Area: NUTRITION

Concept: SPECIAL NUTRITIONAL NEEDS

Essential Competency: 8.0 The learner will recognize the nutritional needs of special groups and persons in different stages of the life cycle.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Divide into groups and prepare reports on special food needs of children, adolescents, adults, and older persons. (Incorporate 8.2 and 8.3 in reports if time is short.) Use materials listed or others that are available in preparing and presenting your report.<br>Shuffle groups and plan a 3-day menu for one of the following:<br>A. Male-middle aged, plant shift worker.<br>B. Adolescent-female, cheerleader.<br>C. Male-15, student.<br>D. Female-middle aged plant shift worker and mother.<br>E. Male-middle aged, in an office job.<br>F. Small child-kindergarten 1/2 day.<br>G. Elderly female-retired.<br>Present menus to class (chalkboard, large sheets of newsprint, or transparencies). Have class evaluate each set. | Supplement 8.1. Food Needs of Children (article).<br>Supplement 8.1. Food Needs of Teenagers (article).<br>Supplement 8.1. Food Needs of Adults (article).<br>Supplement 8.1. Food Needs of Older Adults (article).<br>Kowtaluk & Kopan. Food For Today, pp. 143-155.<br>Deutsch. Realities of Nutrition, Chap. 12.<br>Choose Your Calories by the Company They Keep. National Dairy Council.<br>Nutrition Source Book. National Dairy Council.<br>Food is More Than Something to Eat. USDA.<br>Food Guide for Older Folks, USDA, 1974. | 8.1 Having assessed the special needs of children, adolescents, adults, and older persons, the learner will plan a day's diet appropriate for each. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Interview a coach or members of various teams (male and female) about the special food needs of persons taking part in specific sports.<br>-Quick energy<br>-Staying power<br>-Lose weight<br>-Gain weight<br>-Avoid sluggishness<br>-Digestibility<br>-Others | | 8.2 Given situations, the learner will identify the special food needs of persons participating in athletic activities. |
| Find out what advice is commonly given about food to achieve desired results. Compile information into a chart. Include a column evaluating the common food practices and another column telling what should be eaten and when. | Smith. Food For Sport, Bull, 1976.<br>Kowtaluk & Kopan. Food for Today, pp. 143-144. | |
| Dramatize a series of situations involving food for athletes. | | |
| Write a short speech on changes in diet needed on the day of an athletic competition to be given to a school team. | | |
| Prepare a brochure or leaflet to be distributed to school athletes. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Help prepare one of the bulletin boards (Supplement 8.3). | Supplement 8.3. How to Build a Healthy Baby--Before Birth (bulletin board).<br>Supplement 8.3. How to Build a Healthy Baby--After Birth (bulletin board). | 8.3 Having investigated the need for nutrients during pregnancy, the learner will recognize the relationship between food intake and health of mother and fetus. |
| View the filmstrip Inside My Mom or ask a speaker (nurse, dietitian, doctor, March of Dimes representative) to discuss the importance of good nutrition before and during pregnancy. | Filmstrip: Inside My Mom. March of Dimes. | |
| Participate in the skit Something Old, Something New or read Letters to the Editor (Supplement 8.3) to contrast advice given to expectant mothers now and in the past about diet. | Supplement 8.3. Something Old, Something New (skit).<br>Supplement 8.3. Letter to the Editor. | |
| Read to find out more about the diet of expectant mothers. | Blue Ribbon Babies Through Better Nutrition (series of letters). W. Va. Cooperative Extension Service.<br>Food and You. . . Partners in Growth During Pregnancy. National Dairy Council.<br>PEP Kit. March of Dimes. | |
| Role play a situation in which a new husband tries to persuade his wife, who is a junk food addict, to change her ways because of the children they plan to have in the future. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Look up statistics (state and national) to find the infant mortality rate for babies born to teenage mothers and to those beyond their teens. Also compare the mortality rates of mothers in the two age groups. | Statistics from W.Va. Department of Health. | 8.4 Given case studies, the learner will compare the diet of a pregnant woman and that of a pregnant adolescent to determine if nutritional requirements are met. |
| Have a doctor, nurse, or dietitian discuss what part nutrition plays in the differences in mortality rates for the two age groups. Find out how the pregnant teenager must alter her diet to provide for her own growth as well as that of the fetus. | | |
| Study the chart See the Difference (Supplement 8.4). What differences are there in amounts of nutrients needed by the pregnant and nonpregnant teenage girls and women? Explain why these differences exist. | Supplement 8.4. See the Difference (chart). | |
| Plan menus that meet the needs of pregnant women. Then adjust the menus for pregnant teenagers. | Food for the Teenager During Pregnancy. HEW, 1977.<br>Also refer to materials listed in the previous lesson. | |

Area: NUTRITION

Concept: DEVELOPMENT OF FOOD HABITS

Essential Competency: 9.0 The learner will analyze the effect of early food experiences on basic food habits.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the filmstrip Feeding Your Young Child and read Food Before Six. Discuss food needs and how food habits are established. | Filmstrip: Feeding Your Young Child. National Dairy Council.<br>Food Before Six. National Dairy Council. | 9.1 Given case studies, the learner will describe how basic food habits are established early in life. |
| Read the article Psychological Aspects of Food Habits (Supplement 9.1). | Supplement 9.1. Psychological Aspects of Food Habits (article). | |
| Role play the best ways to help a child learn to eat a variety of foods; to help make mealtime pleasant; to help prevent problems with teeth or weight; nutritional snacks; or other topics. | | |
| Read about eating habits of overweight children. | Irwin. Overweight--A Problem For Millions, pp. 8-10. | |
| Plan a tasting party for first grade, kindergarten, headstart, or nursery school children. Present a puppet show on good nutrition or plan some other way to influence the food habits of the children. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read case studies Influences on a Child's Eating Habits (Supplement 9.2). | Supplement 9.2. Influences on a Child's Eating Habits (case studies). | 9.2 Given case studies, the learner will analyze the effect of a mother's and father's influence on a child's eating habits. |
| Present the skit which portrays how a parent can influence a child's eating habits: Like Father, Like Son (Supplement 9.2). | Supplement 9.2. Like Father, Like Son (skit). | |
| Keep a diary of what and when you eat for one day. Trade the record with another student and determine what kind of a role model for children each of you would be. | | |
| Prepare a bulletin board I Gotta Change My Ways showing poor food habits class members now have that they would not want children to follow. | | |

## SUPPLEMENTS - NUTRITION

NO./TITLE PAGE

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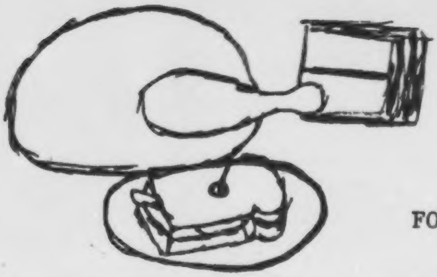
Supplement 1.1
NUTRITION
(activity)



## FOOD ASSOCIATION

Food is related to many of our daily habits and activities. Respond to each food with word or words you associate with it.

1. Turkey and dressing ____________________
2. Popcorn ____________________
3. Pizza ____________________
4. Pumpkin Pie ____________________
5. Lemonade ____________________
6. Cake and ice cream ____________________
7. Watermelon ____________________
8. Hot chocolate ____________________
9. Candy apples ____________________
10. Deviled eggs ____________________
11. Oranges ____________________
12. Candy canes ____________________
13. Clams ____________________
14. Fruitcake ____________________
15. Roast pig ____________________
16. Chicken salad ____________________
17. Colored eggs ____________________
18. Corn beef on rye ____________________
19. Mints and nuts ____________________
20. Homemade fudge ____________________

## FOOD CHOICES vs. SOCIAL FACTORS

Two women are at the beauty parlor having their hair styled for a dinner party. The two women are considered the social leaders in their town. Mrs. Smythe asks Mrs. Highwell if everything is ready for her party. Mrs. Highwell begins to think to herself, "Well naturally it should be a success. I have sent the cook to that exclusive little meat shop across town. I wouldn't dream of serving anything but the best. My husband saw to the wine selection himself. He would not have anything but a good vintage, imported wine. The cook chose the vegetables from the freshest flown from California. I have hired a French dessert chef to prepare his speciality."

---

Mr. Tillman is preparing dinner for his family tonight. He really enjoys preparing dinner. Tonight he is being creative with a new recipe he found in a magazine. The picture in the magazine was beautiful. A dish like this requires a special dessert. He will make his special Triple Ambrosia Delight. This is one of Mr. Tillman's favorite times when he can be creative in the kitchen.

---

Ralph and his friends are eating at a new tacc restaurant that has just opened in their town. Ralph has never eaten a taco before. As everyone begins to eat, Ralph starts wondering how his friends can stand the taste of the taco. The sauce is so hot.

Bill begins to talk about the first taco he ate when he was out west. Bill says, "This is really great. I love the hot sauce. The hotter, it is the better I like it."

Ralph takes another bite. He thinks maybe the sauce is not as hot as that first bite made him think. Ralph decided the sauce is pretty good, but he still is not sure about the cheese.

Jane begins to tell about her visit to her Aunt Mabel's last summer. "She made her own tacos at home. They sure were good the way she made them. I believe I liked her's better. She put tons of this cheese on them. That is the part I like best."

Ralph takes another bite. He decides the sauce is great and maybe the cheese is okay. In fact, it is pretty good. "Tacos are so great that I think I will have another," Ralph declared.

---

Bill and Allen have just arrived at their dormitory. Each is away from home for the first time. It is late in the evening as they begin to talk.

"I hope the food in the dormitory cafeteria is good. We want to be sure to wake up in time for breakfast. We always have a big breakfast at home. Mom fixes fried potatoes, ham, and eggs," says Bill.

Allen is noticably astonished. "I never heard of such a thing. Who ever heard of potatoes for breakfast? Maybe grits, but not potatoes. Everybody eats grits with breakfast where I come from. Potatoes are for dinner."

Supplement 1.3
NUTRITION
(minute dramas)

## PSYCHOLOGICAL MEANINGS OF FOOD

Directions: Act out the following minute dramas and decide what food means to the people in each situation.

Moderator: Frank and Boyd are two older gentlemen who live in an apartment for the elderly.

Frank: That fresh apple pie at lunch today reminded me of when I was a boy.

Boyd: You know, I was thinking the same thing. Every summer my mother would make fresh apple pies.

---

Moderator: Sue and Mary are young mothers who are discussing their four-year old children.

Sue: I hope Bobby behaves tonight when we have company. I promised him some chocolate chip cookies if he's good.

Mary: I will have to try that. Jimmy loves cookies.

---

Moderator: Jack and Pete are two fathers with teenage children.

Jack: What do you do if your daughter is a little late from a date?

Pete: I have made it clear to her that we won't go for our usual Thursday night pizza if she is late.

---

Moderator: Joan and Gloria have been friends since they were girls. Both were raised in poor circumstances, but have prospered since that time.

Joan: Can you remember the old days? We hardly had enough to eat, although we didn't starve.

Gloria: I remember it well. It makes me feel good now when I go to my kitchen. The shelves and refrigerator are always full.

---

Discuss: How do experiences affect the meaning we attach to food? What are other examples of how people learn attitudes about food based on experience? What are some possible effects?

# CHECKLIST OF FOOD LIKES

| Food | Mm! Mm! Good! | OK | Yuk |
|---|---|---|---|
| bananas | | | |
| baked ham | | | |
| pork chops | | | |
| carrots | | | |
| pizza | | | |
| brownies | | | |
| ice cream | | | |
| apple pie | | | |
| spinach | | | |
| peaches | | | |
| spaghetti | | | |
| mushrooms | | | |
| steak | | | |
| broccoli | | | |
| hot rolls | | | |
| rice | | | |
| milk | | | |
| french fries | | | |
| brussel sprouts | | | |
| scalloped potatoes | | | |
| hot dogs | | | |
| cole slaw | | | |
| hamburgers | | | |

Supplement 1.5 (cont.)
NUTRITION - Checklist of Food Likes
Page 2

| Food | Mm! Mm! Good! | OK | Yuk |
|---|---|---|---|
| fish | | | |
| fried chicken | | | |
| meat loaf | | | |
| beets | | | |
| chefs salad | | | |
| green beans | | | |
| cornbread | | | |
| macaroni & cheese | | | |
| cranberry juice | | | |
| pears | | | |
| onions | | | |
| squash | | | |
| radishes | | | |
| cauliflower | | | |
| oranges | | | |

Supplement 1.5
NUTRITION
(game)

## FOOD LOTTO

The object of the game is to be the first person to fill the Food Lotto Board. The game may be played by 2 to 4 players.

Materials: Each player will need a Food Lotto game board. Enlarge slightly so that blcoks are large enough for playing cards. A set of 48 playing cards is also required. Place each item below on a 2 x 2½" card to make the playing cards.

Play: Each player is given one game board. Playing cards are shuffled and stacked face down in the center of the playing surface. Each player draws one card in turn. The player may choose from the top card of the face down cards or from the discard pile (top card only). The discard pile is started when a player has a category filled on the playing card. The player places uneeded cards face up in the discard pile and play then proceeds to the next player. The next player may choose from the drawing stack or discard pile. The play proceeds around the playing surface with each player drawing only one card during each turn. The winner is the first person who fills all the spaces on his/her Food Lotto Board correctly.

### Regional/Cultural Cards

My parents were Russian.

I am Jewish.

We are Appalachian.

Italian food is my thing.

Soul food is dyn-o-mite.

Give me a western barbeque.

Creole gumbo is my favorite.

My Pennsylvania Dutch favorite is shoofly pie.

My Indian ancestors loved corn.

I am from Mississippi; make mine catfish.

My favorites are Mexican chile and tacos.

Give me a luau any day.

### Social and Parental Cards

My friends like this.

Dad hates vegetables.

Turkey reminds me of Christmas.

When I think of Easter, I think of ham.

Cabbage is for New Year's.

Vegetable soup is good in the winter.

Chicken soup is served when you are sick.

I like fresh garden vegetables like Mom used to fix.

My family likes homemade ice cream.

Eating outside reminds me of summer.

At family reunions we like fried chicken and potato salad.

## Economic Cards

That is a good bargain.

Inflation bites my food budget.

That is expensive in the summer.

That is a good bargain in the summer.

That is expensive in the winter.

That is a good bargain in the winter.

Buying in quantity is economical.

I shop once a week.

I read the newspaper ads for the specials.

I am familiar with my market.

When it is a bargain, I buy in quantity.

I don't shop when I am hungry.

## Psychological Cards

I don't like the way it looks.

Don't threaten me with food.

That food brings back pleasant memories.

That reminds me of my summer vacation.

That food smells like Grandma's.

That restaurant has atmosphere.

We ate this when I was little.

I like only the best food.

If I am good, I get my favorite dessert.

This looks good; it reminds me of something I have eaten before.

It's a real treat to eat out once a week.

This tastes like Dad's special recipe.

I know I can buy the best food for my family.

# FOOD LOTTO

| Social/ Parental | Regional/ Cultural | Economic | Psychological |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## CAMPAIGN MANAGER

The purpose of this simulation is to teach substitution of nutritious snacks for empty calorie snacks. Divide the class into groups with 4 or 5 students in each. Each group will prepare a campaign speech for a nutritious snack. The campaign speech for a nutritious snack should include reasons why it should be "voted" for and the less nutritious snack "voted" against. A campaign manager for each group will present the speech to the class. Students may use signs, posters, or other campaign literature with the campaign speech. Following are suggestions for campaign speeches but others may be added.

### Campaign Speeches

fruit juice vs. soda pop
banana vs. chocolate candy bar
carrot vs. potato chips
raisins vs. hard candy
cheese vs. pretzels

After all the speeches are made each class member may vote on the nutritious snack he or she would be most likely to substitute for one that is less nutritious.

# A DAY IN THE LIFE OF AN OVERWEIGHT

Martha is a little late getting up today, as she is most days. She grabs a doughnut and coke and heads for the bus. About lunch time, she is absolutely starving. She goes, by herself, to the soda shop for her usual lunch consisting of a deluxe cheeseburger, french fries, and a milk shake.

She makes excellent grades in all her subjects except gym. She is embarrassed to dress in front of all the other girls. She hates to parade around in that awful gym suit in the front of the rest of the Physical Education Class.

After school, Martha rides the bus five blocks to her home. Her mother is still at work, so Martha fixes a sandwich and gets out a bag of potato chips and a soft drink. She then settles back to watch television until her mother comes home and prepares dinner.

After dinner, Martha clears the table and puts the dishes into the dishwasher. There are only a couple of bites of mashed potatoes left, so she slips them into her mouth rather than throwing them away. "It's an awful sin to waste food," she says to her mother.

After the kitchen is cleaned, Martha goes to her room to study. She has been studying for an hour when she has a sweet tooth. She heads for the candy dish.

When Martha finishes her school work, she goes into the living room to complete the evening watching television with the family.

Martha has a great family. They all care deeply for one another. Her mother cares so deeply that she usually has freshly baked cookies for them to munch on while watching their favorite programs.

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Supplement 3.1
NUTRITION
(skit)

# WHY THE "Y"?

Larry Adkins is thirty-seven. He has been steadily gaining weight for the past four years. This last year has really been the worst! Larry was moved from the warehouse floor to the office to handle inventory paperwork. On the recommendation of his doctor and with the encouragement of his wife, Larry has decided to join the YMCA to help regain his weight of yesteryear. Larry is unsure of the program and its success. Larry has just met Mr. Traynot at the YMCA.

Larry : That's right. I keep saying "No!" when food is offered, but it seems I just gain more!

Mr. T. : You do sound discouraged, but remember it took four years to put on the weight you want to lose.

Larry : Is it going to take four years to lose it!

Mr. T. : Oh no, but it can't be done overnight. Many others have been working at losing weight. Come meet several in the class and discover their progress.

Larry : My friends seem to think that anyone over thirty-five should expect to be overweight.

Mr. T. : That isn't right. It's a matter of eating no more than the body burns up, and activity of some form will help. That's what we try to encourage here. Your body is constantly changing. You must understand it and work with it. Here we are at the gym. Mike, over there, has been coming to the classes one day a week for two months. He has taken two inches off his waist and has lost eight pounds.

Larry : But I need more than that! I look more like those . . . .

Mr. T. : Those two fellows come to the Y and talk to each other about their concern for their appearance, but that's all they do. They might just as well sit on the sofa and solve the world's problems. You see, it really is up to you!

Larry : You mean it shouldn't be a once in a while thing? Kinda like those women at the bowling alley that talk about the thirty pounds they lost and I watch them put back fifty in six months!

Mr. T. : Look at Joe. He's been enjoying this group for a year. Even after he lost the weight and firmed up his body as he had planned, he has stayed and encouraged the others. Joe walks to and from work now. He exercises every day for ten minutes at home, and he has learned to eat what he needs. He can say a loud "NO!" to anything that is an empty calorie food.

Larry : Gosh, it is up to me! You have certainly given me encouragement. I can see that with you around to bolster my spirits, I'll be resisting those goodies at Christmas with real pride.

# STIGMA OF OBESITY

Did you ever notice who eats alone at lunch, who sits on the sidelines while everyone dances, and who never goes out for sports? The fat kid--who else? Studies have shown that more often than not the overweight or obese person has pronounced feelings of isolation and rejection from others, as well as shame. The reasons for these feelings stem from negative cultural attitudes toward the obese person. At an early age, children in this society learn that "thin is beautiful," and anyone who is not thin has no self-control.

By the time a child reaches the age of six years, common ideas are formed about behavior and personality of people according to their body type. It is believed that fat boys cheat and are lazy, sloppy, naughty, ugly, dirty, and stupid. Very often we have a marked tendency to evaluate a person according to our own personal body type. For example, thin people think it is right to be thin and the sturdier built persons think that is O.K. It is believed that when heavy boys grow to middle age, they have a tendency to let themselves go, forgetting personal grooming and exercise. They tend to feel there is no need to try to look neat if the body is overweight and sagging.

Another unpleasant fact is that obese persons are considered poor insurance risks. Insurance companies think obese people do not care about their health and are therefore poor risks.

Colleges and universities are sometimes reluctant to accept overweight applicants. There are more obese men than there are obese women on campus; probably society is less tolerant of obese females than of obese males. The college entrance interviewer is conscious of the fact that heavier people on campus, though they are just as intelligent as thin ones, will probably suffer because of unconscious prejudice toward them.

Even employers place great emphasis on physical appearance. This is shown by requirements of weight set by airlines, state police academies, most county and city police departments, and other governmental agencies. It is a requirement that these employees must maintain an average weight or be dismissed. Being thin is a must for models, people in the performing arts, and the fashion industry. None of our modern day candidates for the presidency has been obese. Many private industries will not accept an obese person as an employee because they feel a thin person is better disciplined. Some corporations insist upon a physical exam which obese persons cannot pass. Others hire obese persons if they promise to get the excess weight off. Overweight applicants to Oral Roberts University must tell admissions personnel how much they will lose by a specific date. If they fail to lose the weight, they are subject to immediate dismissal.

Limits on job opportunities, failure to secure jobs, and fear of applying for promotions or new positions are some of the drawbacks obese people face at work. Needless to say, the financial expectations are considerably less for overweight employees who are lucky enough to be hired.

The fact that doctors take a negative attitude toward obesity is sad for obese people because doctors could prescribe proper ways to take off fat and keep it off. Some doctors are "turned off" by obese people and feel that overweight patients are difficult to treat because they often fail to lose weight.

To sum it all up, society has made obesity very costly. Often the obese person is not well liked by most of our society or, as a general rule, by him/herself. Educational systems and employers tend to discriminate against the obese. Doctors, dietitians, and other health care practitioners are often less than sympathetic toward the obese patient. The cost of losing weight and the other adjustments necessary such as buying special food and new clothing or paying doctor bills is indeed very expensive.

Supplement 4.2
NUTRITION
(bulletin board)

# FOOD FOR MORE THAN HUNGER

Do You Eat...

when watching T.V. ?

when seeing others eat ?

when tired ?

when reading or studying ?

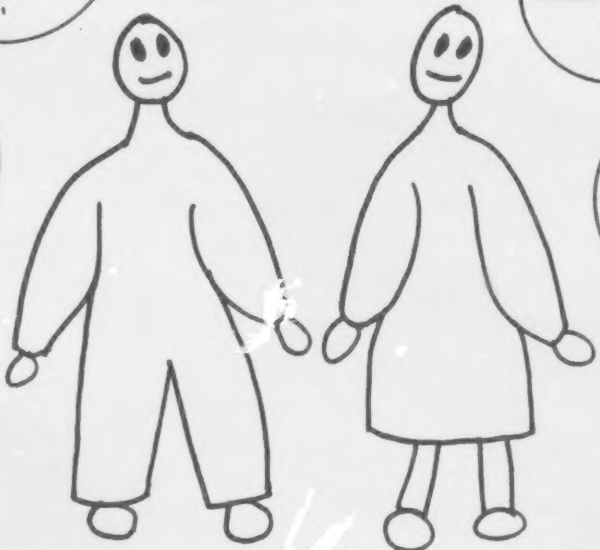
when talking on the telephone ?

when angry ?

before you to to bed ?

every time you wake up ?

at ballgames and movies ?



before and between meals ?

when you see attractive food ?

at parties ?

after school or work ?

when you smell food ?

when you feel pressured ?

when bored or lonely ?

when with friends ?

when anxious or worried ?

Supplement 4.2
NUTRITION
(case studies)

## REASONS FOR EATING

1. Mark has been dieting for three weeks now, being careful to watch every calorie. After the game, the gang asks Mark to go for a dirve with them. After driving around for several minutes, the gang breaks out the beer. Mark is well aware of the high caloric content, but he drinks three beers anyway.

2. Joan came home twenty minutes late last night. Her parents have grounded her for the next three nights so she had to cancel her date for tomorrow night. Since she had to stay home, she decided to do a little baking. Sugar cookies are her favorite, so she baked three dozen. She ate several cookies while they were still hot. Later she decided to eat a sandwich and have a coke. Then right before going to bed, she ate the biggest piece of cake you've ever seen.

3. Tim's mother has asked him to go to the grocery store to pick up a few items for dinner. While in the grocery store, Tim sees the brand new Sweetie Cakes they have been advertising on TV. Tim knows that he has plenty of money, so he buys the cake and eats it on the way home.

4. Judy and Martha have both been trying to lose a little weight for summer. They have been very careful to eat the right foods, but they eat smaller amounts. Judy has to go to her aunt's house to deliver some Tupperware, so she takes Martha along. When they arrive, Judy's aunt is in the kitchen baking bread. She tells the girls how hard she has worked on it and wants them to eat some. They each eat half a loaf.

5. During dinner, June's father tells her that a movie she has been wanting to see is on now at the local theatre. June hurries through dinner and calls Renee to go to the movies with her. Renee has also eaten dinner, so the evening is set. Twenty minutes later, the girls arrive at the theatre. Both buy a large container of buttered popcorn and a large soft drink.

6. Jane is a senior in high school and is working on a committee to plan the school prom. The committee decides to meet after school for pizza. Jane had a big lunch only two hours earlier so is not really hungry. She goes along to be with the group. The pizza looks good and Jane has several pieces to join in the fun.

7. Tom has been out of a job for two months and is looking for employment. So far he has not come up with anything that is promising. His wife works from 9-5 so he spends the larger part of the day sitting in front of the TV and eating. He says he has nothing better to do until he goes back to work.

8. Susan Clark is a senior in high school. She is studying for a final exam in Algebra for the following day. Susan's grades in the class so far have been on the borderline between passing and failing and she needs to pass the final in order to pass the class. She has been snacking all evening while studying and is now making herself a sandwich because she is hungry.

Supplement 4.3
NUTRITION
(article)

# CHILDHOOD AND ADULT OBESITY

Do fat children become fat adults? Surveys show that 80-85% of fat children become overweight adults. While some people are able to lose weight, it may be especially hard for ones who have been obese as a child. As children, they developed too many fat cells in their bodies. As they grew older, the size of the cells may have decreased, but the number of the cells nearly always remained the same. There seem to be three stages at which overweight may occur among the young. These are: late infancy, early childhood, and adolescence.

Many of the causes of obesity in children can be avoided. First of all, many people feel that a fat baby is a healthy baby. This isn't necessarily true. Also, solid food may be added too early to the baby's diet. As children grow, they are encouraged, sometimes forced, to drink all the milk in their bottle or eat all the food on their plate. The problem seems to get worse as the child becomes a teenager. It has been found that teenagers often eat when they are bored even though they aren't actually hungry.

Our society often discriminates against overweight people. Children tend to make fun of their obese playmates. Obese teenagers are often left out of high school activities. And the overweight adult may be overlooked for job advancements.

It has been found that heart disease may begin in childhood. Overweight is one thing that leads to a heart condition. Also, obese infants are more likely to have trouble breathing than infants of normal weight. It is therefore very important to set patterns of eating early in childhood to avoid a problem of overweight.

There is a need for parents to recognize that overweight youngsters are not healthy. These children will have difficulty losing weight as adults. Doctors, nutritionists, and concerned parents will also have to realize that obesity in children is a danger that should be controlled.

Supplement 4.4
NUTRITION
(game)

# WHEEL OF ACTIVITY

The object of the game is to be the first player to fill the Activity Category Board with the appropriate Activity Cards. The game mey be played by 2 to 6 players.

Preparation: Make 30 Activity Cards, using items listed, no larger than 3-1/2 x 4 inches. Write words Activity Card on back of cards. Reproduce six Activity Category Boards, one for each player. Reproduce several sheets of Calorie Points which will be cut apart and used like "money" during the game.

Play: Before playing the game all players must be familiar with the number of calories per hour required in each of the five categories of activity.

Each player is given an Activity Category Board before play begins. The first player draws an Activity Card and places the card, face up on the table so all players may see it. Next the player spins the Calorie Wheel spinner. The spinner must land on a space not more than the amount required by the activity on the card. Example: You draw a card that says "You bowl 1 hour." The spinner can land on any space of 350 calories or less. If you land on 400 calories, you wait until your next turn to play. If you land on 200 calories, you receive 200 Calorie Points "money" that you keep until your next turn.

The play proceeds around the group of players in this manner. On your next turn, you spin to accumulate more Calorie Points. When you have earned enough points without going over the amount needed, you may buy the Activity Card in front of you. The last spin for Calorie Points must not go over the amount required. If the amount required is exceeded, you must wait your next turn. Example: You have accumulated 300 calories to buy "You bowl 1 hour." In this turn you land on 100 calories, which is over the amount required. You may buy the card on the next turn that your spinner lands on 50, even if it takes two or three turns. The Activity Card is placed on the Activity Category Board in the proper space when you have the amount required without going over the amount. You must place the Activity Card in the proper category or be challenged by other players (explained later in the rules). If you draw an Activity Card, that has already been filled on your Activity Category Board, you may draw again to get another card. Place the unneeded cards on the bottom of the deck. The first person to properly fill all of the Activity Category Board is the winner.

Bonus: If the spinner lands on Bonus, you may automatically put your Activity Card in its proper category on the Activity Category Board.

Challenge: If an Activity Card is placed in the wrong category, any player may challenge. The Master Clue Card is used to check the proper categories. If the card has been placed in the wrong category, the player must remove the card from the Activity Category Board. If card is in the proper category, the person who challenged must forfeit either an Activity Card on his/her Activity Category Board or forfeit the Calorie Points (not both). The choice is left to the person who has challenged.

Supplement 4.4
NUTRITION - Wheel of Activity
Page 2

Activity Cards (one item per card)

You read your favorite book 1 hour

You write letters to friends 1 hour

You watch television 1 hour

You played cards 1 hour

You sewed 1 hour

You listened to records 1 hour

You prepared the family dinner 1 hour

You walked slowly with a friend 1 hour

You ironed clothes 1 hour

You dusted furniture 1 hour

You typed letters rapidly 1 hour

You folded the family laundry 1 hour

You mopped the kitchen 1 hour

You scrub the bathroom 1 hour

You worked in the flower garden 1 hour

You wash the car 1 hour

You hang wall paper 1 hour

You bowl 1 hour

You play golf 1 hour

You hoe in the garden 1 hour

You mow the lawn 1 hour

You hang out sheets 1 hour

You take a brisk walk 1 hour

You swim 1 hour

You play tennis 1 hour

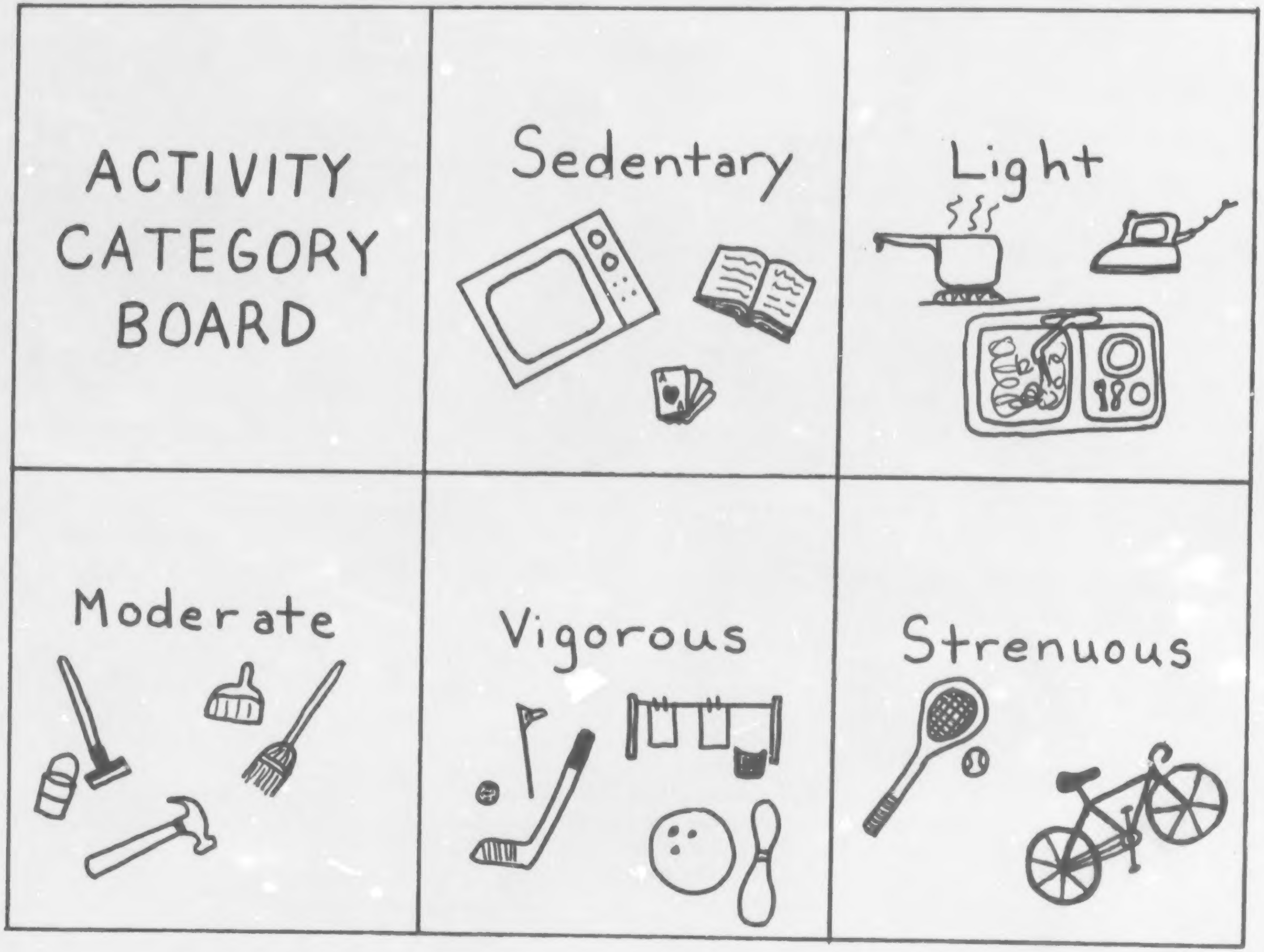
You go dancing 1 hour

You ski 1 hour

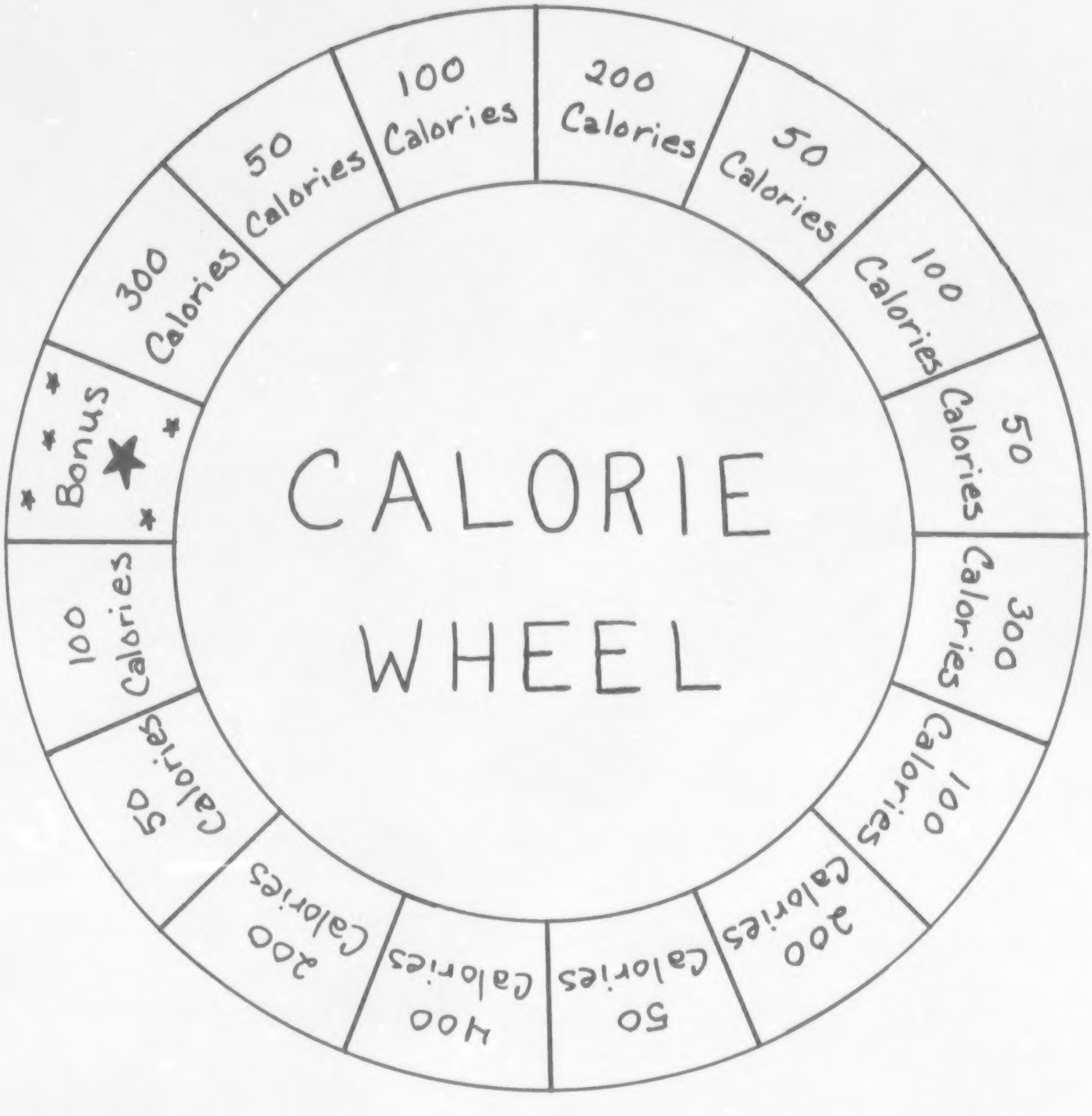
You jog 1 hour

You ride your bicycle rapidly 1 hour

You swept the floor 1 hour


ACTIVITY CATEGORY BOARD
Sedentary
Light
Moderate
Vigorous
Strenuous

| | | | |
|---|---|---|---|
| 50 Calorie Points | 50 Calorie Points | 100 Calorie Points | 200 Calorie Points |
| 50 Calorie Points | 50 Calorie Points | 100 Calorie Points | 300 Calorie Points |
| 50 Calorie Points | 100 Calorie Points | 200 Calorie Points | 300 Calorie Points |
| 50 Calorie Points | 100 Calorie Points | 200 Calorie Points | 400 Calorie Points |


CALORIE
WHEEL
100 Calories
200 Calories
50 Calories
100 Calories
50 Calories
300 Calories
100 Calories
200 Calories
50 Calories
400 Calories
200 Calories
50 Calories
100 Calories
Bonus
300 Calories
50 Calories

NOTE: Add spinner to wheel.

| | |
|---|---|
| Master<br>Clue<br>Card<br>(each activity performed for 1 hour) | 80-100 Calories<br>read a book<br>write letters<br>watch television<br>play cards<br>sew<br>listen to records<br>Sedentary |
| 110-160 Calories<br>prepare dinner<br>walk slowly<br>iron clothes<br>dust furniture<br>type rapidly<br>fold laundry<br>Light | 170-240 Calories<br>mop the kitchen<br>sweep the floor<br>scrub the bathroom<br>work in the flower garden<br>wash the car<br>hang wallpaper<br>Moderate |
| 250-350 Calories<br>bowl<br>play golf<br>hoe the garden<br>mow the lawn<br>hang out sheets<br>walk briskly<br>Vigorous | More than 350 Calories<br>swim<br>play tennis<br>dance<br>ski<br>jog<br>ride a bicycle rapidly<br>Strenuous |

Supplement 5.1
NUTRITION
(case studies)

## HINTS FOR GAINING WEIGHT

Case 1:

Sally is 15 years old and attends school regularly. She is 5'5" and only weighs 98 pounds. Her mother tells her she just doesn't eat enough, but Sally likes being so thin. She only eats one meal a day and that usually consists of plain yogurt, a salad, maybe a piece of fruit and tea (no sugar). During the rest of the day she may drink a glass of tea or juice but eats no solid foods. Her mother is really beginning to worry, but she can't force Sally to eat more. If Sally were your friend, what would you suggest to help her gain weight?

Case 2:

Joe is 17 and very active in school sports. He works out at least two hours every day to keep in good shape, but he has problems keeping his weight as high as he likes it. He is 5'9" and he usually weighs 135-145 lbs. He would rather weigh 145-155 for sports, especially football. Because of his classes, practice, and workout time, he has a hard time eating enough to counter balance the calories he loses from such strenuous exercise. What can he do?

P. 139 in Food for Today may help in completion of this activity.

Supplement 5.1
NUTRITION
(transparency)

## FORMULA

Number of calories in 1 lb. fat = 3500 (1 lb. fat contains some water).

1 lb. = 453 grams
1 gram fat = 9 calories

Examples:

1. One 12 oz. can of pop = 140 calories

$$\begin{array}{r} 25 \\ 140\overline{)3500} \\ \underline{280} \\ 700 \\ \underline{700} \end{array}$$

Therefore, if a person drank 25 cans of pop, over and above the amount of food they need, it would result in 1 pound of fat. In other words, if someone drinks an extra pop each day for a month, it would result in 1 pound of weight.

2. One candy bar, plain = 295 calories

$$295\overline{)3500}$$

3. One cup popcorn with oil added = 65 calories

$$65\overline{)3500}$$

4. One hamburger and bun = 330 calories

$$330\overline{)3500}$$

NOTE: Apply this method to your favorite snack.

Supplement 5.2
NUTRITION
(checklist)

# CALORIE EXPENDITURES

Number the activities below for rate of calorie expenditure:

5 - high; 4 - medium high; 3 - medium; 2 - medium low; 1 - low

_____ Playing cards

_____ Reading

_____ Gardening

_____ Dancing

_____ Rapid Typing

_____ Writing at a desk

_____ Hanging out clothes

_____ Watching TV

_____ Golfing

_____ Dusting

_____ Skiing

_____ Making Beds

_____ Eating

_____ Tennis

_____ Sewing

_____ Walking fast

_____ Running

_____ Mopping

_____ Doing dishes

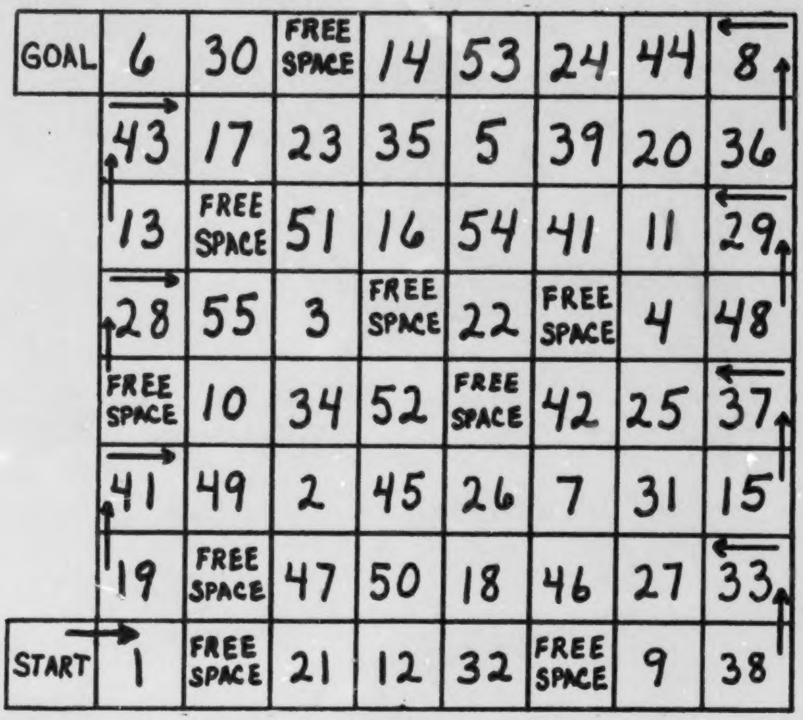
_____ Swimming

Refer to page 126 of Food for Today to check your answer.

Supplement 5.3
NUTRITION
(game)

# BOD MOD

Directions to teacher: The game board will have 64 squares as illustrated below. Each square will either be, (a) a behavior that would lead to weight loss, (b) a behavior that would lead to weight gain, or (c) a free space. The numbers in the blocks correspond to the number of the statement that is to be written there. Put from 2-4 players per game board at one time. Any small object (different colored buttons, etc.) can be used as players'tokens.



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| GOAL | 6 | 30 | FREE SPACE | 14 | 53 | 24 | 44 | 8 |
| | 43 | 17 | 23 | 35 | 5 | 39 | 20 | 36 |
| | 13 | FREE SPACE | 51 | 16 | 54 | 41 | 11 | 29 |
| | 28 | 55 | 3 | FREE SPACE | 22 | FREE SPACE | 4 | 48 |
| | FREE SPACE | 10 | 34 | 52 | FREE SPACE | 42 | 25 | 37 |
| | 41 | 49 | 2 | 45 | 26 | 7 | 31 | 15 |
| | 19 | FREE SPACE | 47 | 50 | 18 | 46 | 27 | 33 |
| START | 1 | FREE SPACE | 21 | 12 | 32 | FREE SPACE | 9 | 38 |

Rules: The object of the game is to become aware of behavior modifications which ultimately lead to weight loss. The first person to reach the GOAL square is the winner.

1. Roll the dice to determine who goes first. Turns proceed clockwise.

2. First player moves the number of spaces indicated by the dice, and follows the directions on the square on which he/she lands. It is then the next player's turn.

3. If a FREE SPACE is landed on, the player remains there until his/her next turn.

4. The direction of play goes down one row of squares, turns and goes the opposite direction on the next row until one player reaches the GOAL square. Just follow the arrows!

## Statements for Game Squares

1. You only ate 3 meals today with no in-between-meal snacks. Move ahead 3.

2. You laid your utensils down between mouthfuls. Move ahead 2.

3. You chewed each mouthful 10 times when eating today. Move ahead 2.

4. You are eating your meals more slowly. Move ahead 3.

5. You left a little food on your plate at supper. Move ahead 3.

6. You threw away the leftover food at lunch instead of storing it to eat later. Move ahead 2.

7. You took smaller portions on your plate. Move ahead 4.

8. You told the waitress, "No bread and butter please." Move ahead 2.

9. You drank diet pop instead of regular. Move ahead 2.

10. You stopped keeping prepared snack foods on hand. Move ahead 4.

11. You made a list before shopping for food and stuck with it! Move ahead 4.

12. You only shop for food after a full meal. Move ahead 3.

13. You eat only in one room and one specific chair. Move ahead 2.

14. You removed the light bulb from the refrigerator so you could not see the food. Move ahead 2.

15. You keep all food in covered containers so the contents are not visible. Move ahead 2.

16. You had fresh fruit instead of pie for dessert. Move ahead 4.

17. You resisted the temptation for second helpings. Move ahead 3.

18. You didn't get up and eat the other night when you couldn't sleep. Move ahead 2.

19. You didn't have popcorn while watching T.V. last night. Move ahead 3.

20. When you are bored, you read instead of eating. Move ahead 3.

21. When your friends ordered a coke, you ordered ice water. Move ahead 5.

22. You ate a carrot rather than a candy bar for a snack. Move ahead 5.

23. You ate your heaviest meal early in the day yesterday. Move ahead 3.

24. You were tempted to eat between meals so you went for a walk to get your mind off food. Move ahead 5.

25. You walked 6 blocks to the store instead of driving. Move ahead 6.

26. You started to exercise every day for 30 minutes. Move ahead 4.

27. You walked up the stairs instead of using the elevator. Move ahead 5.

28. You rode your bicycle downtown instead of taking the bus. Move ahead 5.

29. You refused a piece of your Uncle Jack's special chocolate cake! Move ahead 6.

30. You and a friend jog 1 mile every morning. Move ahead 5.

31. You had 2 candy bars between lunch and dinner. Go back 3.

32. You ate your meal quickly and had seconds. Go back 4.

33. You had large helpings of food instead of small. Go back 2.

34. You stored leftovers in the refrigerator for a midnight snack. Go back 3.

35. You had 2 rolls and butter with you dinner. Go back 5.

36. You were really thirsty and had 2 cokes today. Go back 2.

37. When you went to the grocery store, you couldn't resist the fresh donuts in the bakery. Go back 2.

38. You didn't take time to make a shopping list before going to the grocery store. Go back 2.

39. You went grocery shopping when you were starved and just couldn't resist all the "goodies". Go back 4.

40. You ate while talking on the phone. Go back 3.

41. You just had to have buttered popcorn at the movie on Saturday night. Go back 4.

42. You had a large piece of pecan pie after a full meal. Go back 5.

43. You had second helpings at your family's reunion. Go back 4.

44. When you had trouble sleeping, you raided the refrigerator. Go back 3.

45. You are bored with nothing to do so you prepare a special triple-decker sandwich. Go back 5.

46. After playing tennis, you buy a large soft drink. Go back 2.

47. You were late getting home and ate a heavy meal before going to bed. Go back 2.

48. You drove 4 blocks to go to dinner instead of walking. Go back 3.

49. You celebrated your birthday by having double portions of cake and ice cream. Go back 6.

50. You watched T.V. instead of doing your nightly exercises. Go back 4.

51. You used the elevator to only go up 2 floors. Go back 3,

52. You rode the bus to go shopping only 6 blocks away. Go back 2.

53. You won a watermelon eating contest at the class picnic. Go back 6.

54. You sold your bicycle and bought a motorcycle. Go back 2.

55. You took a short-cut home instead of walking the regular distance. Go back 3.

# BEHAVIOR MODIFICATION AND WEIGHT CONTROL

Behavior modification is one way that obese people can lose weight. This approach stresses that eating behavior is learned and can be unlearned. Thus obese people are helped to realize their eating behavior and then helped to change it. The treatment then, is to re-educate or re-learn eating behavior.

Obese people do not know when they are hungry or even when they are satisfied, and they eat the same amount either time. Obese people may eat because of things that exist in their lives--such as it's time to eat, seeing food, tasting food, and eating more because food is good. Thus, they cannot control what they eat, when they eat, where they eat, or how much they eat. In order to re-learn eating behavior, obese people then must learn about their lives. They must know when to reduce the amount of food around them. They also must learn to avoid the times or places they would normally eat, and keep food they especially like away so they can learn to control how much to eat.

Behavior modification in clinics is carried out in several steps. Step one is to weigh-in. The patient is also given a weekly menu plan at weigh-in Patients will not stick exactly to this and they are not expected to at first. This is not "cheating" but is called "unstructured eating." If the patient follows the program, he or she gets encouragement.

The patient keeps a diary including where, what, when, how, and with whom food is eaten. Activities are also listed. The diary is helpful in seeing how much is eaten, what kind, and how often. When the patient takes part in unstructured eating, the diary helps show why.

Patients are given the following rules to help them modify eating behavior:

1. Wait one minute before eating.
2. Lay utensils down between mouthfuls.
3. Chew each mouthful 10 times.
4. Slow down eating so that meals last at least 20 minutes.
5. Leave a little food on the plate at each meal.
6. Throw away leftover food immediately.
7. Reduce size of portion.
8. Do not serve food family style.
9. Make some changes gradually, such as using one slice of bread for a sandwich instead of two.
10. Use one low-calorie substitute (such as diet beverage) at meals the first week, then two the next week.

Other things the obese or overweight person can do is:

1. Keep no prepared snack foods in the home.
2. Always shop after a full meal.
3. Shop from a prepared list.
4. Eat only in one room and in one chair.

5. Associate banned foods with something unpleasant.
6. Reward appropriate behavior.
7. Remove the bulb in the refrigerator so that food is less visible.
8. Keep all foods in covered containers so the contents are not visible.

It takes a long time for these patients to re-learn how to eat. They often meet weekly for 30-90 minutes to share problems and ideas with each other. During this meeting, the patients choose one thing they will work on during the next week.

Although not everyone can go to a clinic to learn to control weight, the principles used can help people at home. Friends and families can be a big help--or a hindrance.

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References:

Garrie, J. "Behavior Modification of Over-Eating Habits" Nutrition and the M.D., Vol. 1, No. 5, 1975.

"What's New In Weight Control." Dairy Council Digest, Vol. 49, No. 2, March-April, 1978.

Supplement 5.3
NUTRITION
(worksheet)

## WEIGHT CONTROL QUESTIONNAIRE

Complete the chart below showing your activity and what you ate on a typical day (maybe yesterday or some other day that was typical). Where were you--with whom?

| Time | Activity | Food Consumed | Where? | With Whom? |
|---|---|---|---|---|
| | | | | |

Pretend (?) that you are 15 pounds overweight. Make a new form like the one above and tell what you would do and eat.

Compare the two charts and answer the questions on the next page.

Supplement 5.3
NUTRITION - Weight Control Questionnaire
Page 2

1. Did you change your way of life during your overweight period? If so, how?

2. Was the change difficult to make? How?

3. How did the change affect your family?

4. Did you change your eating patterns? How?

5. Do you think you could stick to the changes until you lost the 15 pounds? How hard would it be?

6. Did you eat a balanced diet? If not, what did you lack? What did you eat too much of?

7. Could you help someone else lose weight? How?

# DEAR DIET DOTTY

Dear Diet Dotty,

Is there a diet that will work for me? I have tried almost every diet in the popular books and magazines. Some diets have worked, some have not. Sometimes I lose weight, but I regain it again. Sign me,

Discouraged

Dear Discouraged and all my Readers,

This letter is typical of mail I get everyday. I am pleased to say there is help for you. The answer is behavior modification. I will answer the most often asked questions about behavior modification. Read on to discover a way to lose weight that works.

## What is Behavior Modification?

Behavior is the way we act in different situations. Modification is a gradual change. When we talk about behavior modification of eating habits we mean a gradual change of the way we act with situations that involve food.

## Why do Obese People Need to Modify their Eating Behavior?

Obese people do not have the same eating behavior patterns as normal weight people. These eating behaviors cause people to be overweight. More things are happening around them to make them want to eat. These things do not affect normal weight people. Things that make obese people want to eat include smelling food, watching other people eat, seeing food on television or in magazines, and believing it is time to eat. These things are food cues. With behavior modification obese people can learn how to deal with food cues. When obese people know about behavior patterns that cause them to over eat, they can change them. They learn to modify their eating behavior. They may not have been aware of patterns that have caused them to over eat. During the entire program you keep the diary. In a one-step-at-a-time process for 12 to 16 weeks you learn to modify each of the behaviors that cause you to eat too much. Each step deals with an eating behavior that experts have proven causes people to be overweight. The diary gives you facts about your eating and activities that help you overcome problems. You see in the diary where you are having trouble and you can concentrate on trouble spots.

### What Are Some of the Ways to Modify My Eating Behavior?

Check with your teacher, library, or bookstore for the step-by-step books if you are interested in a better method of weight control.

### Specific Tips Found in Behavior Modification Programs:

Wait one minute before eating.
Lay your fork or spoon down between mouthfuls.
Chew every mouthful 10 times.
Slow down eating meals to last at least 20 minutes.
Leave a little food on the plate at each meal.
Throw away left over food.
Reduce the size of your portions.
Do not serve food family style (you might be tempted to take seconds).
Slowly add low-calorie substitutes in your meals.
Shop from a prepared list.
Keep no snack foods at home.
Always shop for food after a full meal.
Eat only in one room and chair.
Reward appropriate behavior (but not with food).
Remove the bulb in the refrigerator (you won't be tempted by what you don't see).
Keep all foods in covered containers so that contents are not visible.

I hope you begin on a behavior modification eating program soon. The next time I hear from you, your letter should be signed Encouraged!

Good luck,

Diet Dotty

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REFERENCES:

Garrie, J. "Behavior Modification of Over-Eating Habits." Nutrition and the M.D., 1975.

"What's New in Weight Control." Dairy Council Digest, March-April, 1978.

Supplement 6.1
NUTRITION
(article)

# THE PROBLEM WITH FAD DIETS

Do you ever think about your size? Of course you do. In this day of television, magazines, movies, and books one can't help but see that the media is saying, THIN IS BEAUTIFUL--THINK THIN. Everywhere you look there is a very thin person telling you something. Just think about it, Have you ever seen a fat model? Does the chunky coed ever get the date? Is the fat man ever shown as the healthy man? The answer to all of these questions is, of course, no.

With all of this pressure from society, is it any wonder that the fad diets are so popular? Most people with a weight problem have tried either one or the other of the fad diets, but with little long-range success. What seems to be the big problem with fad diets? Probably the most important aspect responsible for failure of fad diets is the drastic change in eating patterns and in food choices. Anything that suddenly alters your eating pattern to a great degree will be hard to stick to. After you have done things a certain way for a number of years, it is almost impossible to change permanently, especially after your goal in weight loss has been reached.

Food choice is another life-long habit. You probably eat the food items that the rest of your family eats. Therefore if you change and they don't, you can expect to slip back into your old ways after a period of time.

Many fad diets emphasize only one or a few foods. Eating the same food over and over is very hard to do with others around you eating the goodies. Sticking to this type of diet becomes very monotonous.

Another problem is your health. You gain weight over a long period of time, and should not expect yourself to lose it overnight. Weight loss should be gradual. Many fad diets are not properly balanced, which as you know can cause serious illness and sometimes even death. Permanent damage to a vital organ really isn't worth it. If you need to lose weight, do it properly by eating a balanced diet which has fewer calories than you burn. Take care of your body. After all, it is the only one you will ever have.

## THE FIVE FADS

| STARVATION or FASTING | ONE-EMPHASIS DIET | LOW OR HIGH CARBOHYDRATE | LOW OR HIGH PROTEIN | LOW OR HIGH FATS |
|---|---|---|---|---|
| | | | | |

n-40

Supplement 6:1
NUTRITION
(worksheet)

Supplement 6.2
NUTRITION
(game)

# FOOD FACT OR FANTASY

Divide class into two teams. Teams alternate turns, with team members picking a number from 1-40. That is the number of the question he/she is to answer. The teacher or a student will read the question. The team member will say fact or fallacy. If the answer is correct, the team gets a point and gets additional turns until a question is missed. It is then the other team's turn. List numbers of questions on the board as they have been chosen so they are not repeated. Keep a tally of points on the board. The team with most when all questions have been used is the winner.

Questions:

Fallacy 1. Brown eggs are more nutritious than white ones.

Fact 2. Toast contains the same number of calories as bread.

Fallacy 3. It's natural to gain weight with age.

Fact 4. It is possible to drink too much milk.

Fallacy 5. Overweight people are generally happy and healthy.

Fallacy 6. Meat contains few calories.

Fallacy 7. To reduce your weight, you must not eat any fat.

Fallacy 8. A diet pill makes losing weight easy.

Fallacy 9. "Natural" foods are more nutritious than processed foods.

Fact 10. Sweets will rot your teeth.

Fallacy 11. If you feel tired and run-down, you probably need a vitamin pill.

Fallacy 12. You will be much healthier if you take two vitamin pills instead of one.

Fallacy 13. You will become addicted to sweets if you start eating them at an early age.

Fallacy 14. A liquid protein diet is a balanced diet.

Fallacy 15. Vitamins A, D, E and K are water-soluble vitamins.

Fallacy 16. A good way to lose weight is to skip dinner.

Fact 17. Calorie requirements change with age.

Fact 18. It is possible to get enough vitamins and minerals by simply eating a balanced diet.

Fact 19. Food grown in poor soil has the same vitamin and mineral content as that grown in rich soil.

Fact 20. It is safe to refrigerate food in the can after it has been opened.

Fallacy 21. Sassafras tea in the spring will thin the blood.

Fallacy 22. Athletes need red meat.

Fact 23. Fish and milk are safe to eat together.

Fallacy 24. Wine makes blood.

Fallacy 25. Raw dough will give you worms.

Fallacy 26. All disease is the result of poor diet.

Fallacy 27. Potatoes and bread are fattening.

Fallacy 28. Fish is a brain food.

Fallacy 29. Oysters will make you sexually potent.

Fallacy 30. Grapefruit to start a meal will burn up the calories in the rest of the meal.

Fallacy 31. You should not eat oysters in any month without an "R".

Fallacy 32. Food cravings tell you what your system needs.

Fallacy 33. Steak is more nutritious than hamburger.

Fallacy 34. Liquids flush out high calorie food from the system.

Fallacy 35. Gelatin builds strong fingernails and hair.

Fallacy 36. Yogurt and cottage cheese are low-calorie foods.

Fact 37. It is safe to eat vegetables and fruits in the same meal.

Fallacy 38. Carrots build good eyesight.

Fact 39. Potatoes have vitamins in them.

Fact 40. Too much vitamin A or D can be harmful.

Supplement 6.2
NUTRITION
(questionnaire)

## VIEWS ON FOOD

1. Are there any foods you would never eat? If so, name them and tell why.

2. Are there any foods which have special powers or qualities that are beneficial to the body? What are they? What do they do?

3. Have you heard about any beneficial foods from neighbors or co-workers? What are they? What is beneficial about the foods?

4. Are there any food combinations you would never eat? Why?

5. What foods have you read about that you would not eat? What facts in the article caused you to distrust the foods.

6. Can you remember any foods your parents told you never to eat? What were they? Why were you not to eat them?

7. Are any foods harmful to the body? If yes, name the foods. Why are they harmful?

8. Have you heard about any other harmful foods from neighbors or co-workers? What are they? What is harmful about the foods?

9. Can you remember any foods older people told you about that were beneficial? What were they? Why were they beneficial?

10. Can you remember any foods older people told you about that were harmful? What were they? Why were they harmful?

11. Are there any foods that will improve one's sex life? What are they?

12. Are there any special food supplements that are harmful to a person's health? What are they? Why?

13. Are there any special food supplements that are beneficial to a person's health? What are they? Why?

Supplement 7.1
NUTRITION
(checklist)

## IS IT VALID?

Place a check (✓) before statements that describe the nutrition article or book you are reviewing. Place an X before statements that do not describe the material.

___ 1. The author is a member of a recognized research group on nutrition.

___ 2. The conclusions are based on research rather than on opinion.

___ 3. The conclusions are based on study of human nutrition, not just animal studies or the author's own case histories.

___ 4. The material claims that most illness is caused by poor diet.

___ 5. The material claims that most people have poor diets and many deficiency symptoms.

___ 6. The author makes extravagent claims for certain foods or products.

___ 7. The author says the nation's food supply is threatened by depleted soil, "starved" vegetables, and additives.

___ 8. The author attacks physicians, scientists, or recognized nutrition authorities.

___ 9. The author promises miracle cures or good health with a new idea he or she has discovered.

___ 10. The author claims that synthetic vitamins are inferior to natural ones.

Other Helps in Evaluating Nutrition Information:

1. The author's credentials may be checked on the inside cover of books or write to the Federation of American Societies for Experimental Biology (FASEB), the American Institute of Nutrition (AIN), or the American Society for Clinical Nutrition (ASCN). Membership in these groups is important.
2. Check some of the research cited.
3. Be a little suspicious if the book is sold at a health food store.
4. Contact a nutritionist, dietitian, extension home economist, or Health Department for further help.

Key: If you checked items 1, 2, and 3, and placed an X before items 4, 5, 6, 7, 8, 9, and 10, the article or book is more likely to be valid than if you scored items in the reverse.

Supplement 7.1
NUTRITION
(list/addresses)

## WHO CAN YOU TRUST?

Below are lists of scientific organizations and other sources that can be relied upon for valid nutrition information.

### Scientific Organizations

American Medical Association
535 North Dearborn
Chicago, IL 60610

American Dietetic Association
430 North Michigan Avenue
Chicago, IL 60611

American Academy of Pediatrics
Box P
Post Office Box 1034
Evanston, IL 60204

Institute of Food Technologists
221 North LaSalle Street
Suite 2120
Chicago, IL 60601

National Academy of Sciences
2101 Constitution Avenue, N.W.
Washington, D.C. 20418

The Nutrition Foundation, Inc.
Office of Education & Public Affairs
888 Seventeenth Street, N. W.
Suite 300
Washington, D.C. 20006

Society for Nutrition Education
2140 Shattuck Avenue
Suite 1110
Berkeley, CA 94704

UNIPUB (Food and Agricultural
Organization)
650 First Avenue
P.O. Box 433
Murray Hill Station
New York, NY 10016

World Health Organization
Q Corporation
49 Sheridan Avenue
Albany, NY 12210

Federation of American Societies for
Experimental Biology
9650 Rockfield Pike
Bethesda, MD 20014

American Institute of Nutrition and
American Society for Clinical Nutrition
9650 Rockfield Pike
Bethesda, MD 20014

### Other Dependable Sources

American Home Economics Association
1600 Twentieth Street, N.W.
Washington, DC 20036

American Public Health Association
Food and Nutrition Section
1790 Broadway
New York, NY 10019

Food and Nutrition Board
National Research Council
2101 Constitution Avenue
Washington, DC 20037

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

U.S. Department of Agriculture (USDA)
Office of Information
Washington, DC 20250

Supplement 8.1
NUTRITION
(article)

## FOOD NEEDS OF CHILDREN

Being a parent is a tremendous responsibility. One of the most important functions you will serve as a parent is helping your child form good eating habits. Most children love to eat; but they need to be taught that even though their bodies are small, they must be nourished properly. If children learn good eating habits when they are young, they are more likely to follow these habits when they are older.

A child grows faster during early years of life and needs lots of food. Children need fewer calories for their size as they get older. Loss of appetite for a time is usually no cause for alarm. Appetite decreases when growth rate decreases. Overfeeding during a slow-growth period may lead to obesity. During periods of more rapid growth, children usually want and need more food.

Keep in mind that variety is the key to good nutrition. Limit sweets and empty calories such as candy, cola, and other sugar foods. These foods can satisfy a child's hunger without giving the proper nutrients--thus causing nutrient deficiencies.

To be specific, a child needs the following every day:

| Food Group | No. of Servings |
|---|---|
| Bread and Cereal | 4 or more |
| Meat | 2 or more |
| Milk and Cheese | 3-4 or more |
| Fruit and Vegetable | 4 or more |

If you have any problem getting a child to eat the proper foods, the following tips might help:

1. Let children help prepare food. We are all more interested if we are involved in something.

2. When serving a food a child dislikes, give very small portions. The child is more likely to taste it.

3. Cut up meat into bite-size pieces so it is easier to handle and chew.

4. Undercook vegetables. Children usually like vegetables that are bright in color and somewhat crisp.

5. Keep all of the food separate on the plate.

6. Serve food warm, not hot.

7. Serve mild-flavored foods.

8. Let the child eat the food the way he/she wants it. Example: soup cooled or ice cream melted.

9. Discuss pleasant subjects at the table. Make mealtime a happy time.

10. Set a good example. Children tend to imitate their parents and older family members.

11. As the child gets older, he/she will need less frequent meals and snacks.

12. Remember that the work snack doesn't mean just "junk food."

Be sure to concentrate on the protein and calcium foods, of which milk is very important. Children not only need enough calcium to form strong bones and teeth during their growth period, they also need to begin storing calcium for their adolescent years.

Keep in mind that healthy children are good judges of how much to eat. You, as a responsible parent, will make a variety of nutritious food available to them.

# FOOD NEEDS OF TEENAGERS

## Males:

When a boy reaches his teenage years, his nutritional requirements are greater than at any time in his life. His growth rate between ages 15 and 18 is the fastest ever. During this time, he needs more of every nutrient, especially protein, because of the development of muscle mass in the body. Additional minerals such as calcium are needed to supply the demands of bone growth. Since boys use extra energy at this stage in life, extra vitamins must also be consumed to allow the increase in metabolic activity. Boys usually have no problem supplying their nutritional demands during this time because their appetites are tremendous. You can always hear them requesting their much needed seconds at the table or in the lunch line.

## Females:

Although girls grow fastest between the ages of 12 and 15, they are only making preparation for their most crucial nutritional period in life, which is during pregnancy and nursing. If good health is not maintained during this time, it is almost impossible to repair the damage done because rapid growth is taking place and nutritive demands are high.

A girl tends to neglect the needs of good nutrition. In order to remain slender, she goes on a crash diet. She may see natural physiological changes in her body and think she is getting fat. Social and personal pressures are too great for her to think of good health first and her figure second.

The need for iron becomes greater with the onset of menstruation. If her iron demands are not met, iron deficiency anemia results or she may have no iron reserves needed during pregnancy.

## Both Males and Females:

Both sexes need to concentrate on the milk/cheese and fruit/vegetable groups. These are the two groups most often neglected during the teen years. Exercise is also very important at this time to aid in muscle coordination and development. Teenagers may also find that more sleep is required and they must see that they get it. Chronic fatigue can interfere with the ability of the body to convert food into energy and build new tissue. Also, fatigue inhibits the ability to think clearly.

# FOOD NEEDS OF ADULTS

Overnourishment rather than undernourishment is a common problem among American adults. We often fail to cut back on the number of calories when our bodies stop growing. The result of as little as 20 extra calories a day can add up to 80 extra pounds of weight between ages 25 and 65. In spite of the reduction in calories needed, other nutritive requirements stay about the same. A smaller amount of calcium and protein is needed once a person has reached his or her full growth. This means a little less meat or meat substitute and a little less milk is now needed than earlier. Skim milk may replace whole milk--you probably don't need the extra calories in the cream. Fats in the diet must be watched carefully--the calories in fried or other fatty foods add up fast.

The amount of cholesterol in the diet is becoming a concern of American adults Animal fat found in milk, butter, eggs, and meat are all polysaturated fats. Low cholesterol polyunsaturated fats such as in some vegetable shortenings are considered less harmful. Broiled fish or chicken could well replace some of the red meats. Even lean meat contains fat.

Eating out often creates problems in getting enough fruits and vegetables. The popularity of the salad bar helps, but do watch the amount and type of dressing added. The sour cream or chunk of butter on the baked potato adds still more calories.

As adults, we will probably be less active than we were as teens. We must begin to say "No" to that beautiful piece of chocolate cake and try to shy away from fried foods. Luscious as these may be, they add many extra calories but few nutrients to the diet. Other "empty calorie" foods include soft drinks, candy, gravy, and alcohol.

Adults must try to concentrate on selecting foods in the proper amounts from the basic four food groups as follows:

| Food Group | No. of Servings |
|---|---|
| Meat | 2 |
| Bread and Cereal | 4 |
| Fruits and Vegetables | 4 |
| Milk and Cheese | 2 |

Your sex, height, body build, and activity largely determine the number of calories you need as an adult, but the calories needed is certainly lower than what you needed as a teenager except during pregnancy and lactation.

Supplement 8.1
NUTRITION
(article)

# FOOD NEEDS OF OLDER ADULTS

With every day that passes, our bodies are going through many biological changes. As years go by, these changes become more and more pronounced. The course of events is set. Processes such as baldness and obesity may occur. Other processes such as slower metabolism and wrinkling of the skin are certain to occur as one ages.

If we have a better understanding of the aging process, we can help ourselves be healthier in our later years. We may also be able to assist older people we know now.

As we get older, we usually become less active physically. People tend to watch activities rather than taking part in them. This means fewer calories are needed because fewer are burned by physical activity. To stay in good condition, we should reduce our calorie intake by 5-7 percent each decade after the age of 20. Our need for protein, vitamins, and minerals remains about the same--thus causing the problem of selecting proper foods while cutting calories.

It is difficult for older people to change a lifetime of eating habits. Good food habits formed early in life help prevent malnutrition when we are older. A big problem many older people have is that they eat too many sweets and leave off other foods that are needed.

Older people may have other problems that make eating less pleasant. Dentures may not fit well and after 60 the amount of saliva produced decreases. Gastrointestinal problems are also common to the senior citizen. These can range from simple indigestion to diverticulitis or an ulcer, any of which could become severe if not properly treated.

Another very frequent problem among the aging is constipation. The primary reason for the frequency of constipation is the lack of cellulose fiber in the diet. Cellulose fiber provides roughage which supplies bulk that stimulates the digestive tract muscles. This helps elimination. This problem may be solved by eating more high cellulose fruit, vegetables, and whole-grain breads and cereals.

Limited money is a problem for many older people, especially for those on fixed incomes. Many feel that they cannot afford to buy the type or variety of food they need for health.

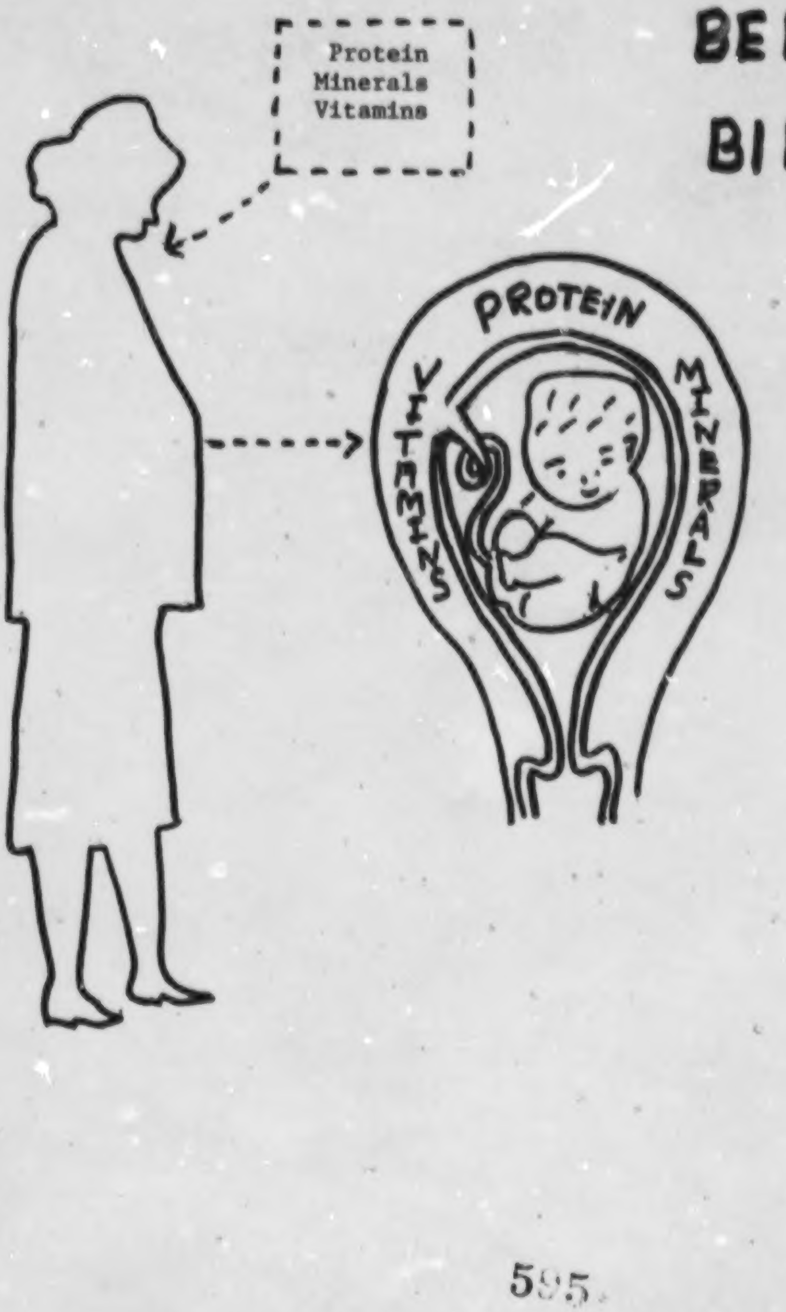
Eating has a very important social aspect that is greatly decreased when there is no one with whom to share it. Loneliness, boredom, insecurity, and apathy may also lead to inadequate diets among the elderly, especially those living alone.

Inadequate facilities for cooking, refrigerating, storing, and transporting food are also very common among the problems of the elderly.

With the proper knowledge and practive of good eating habits, our senior citizens should become healthier people as generations mature. We hope aging will someday be looked upon as a pleasure.

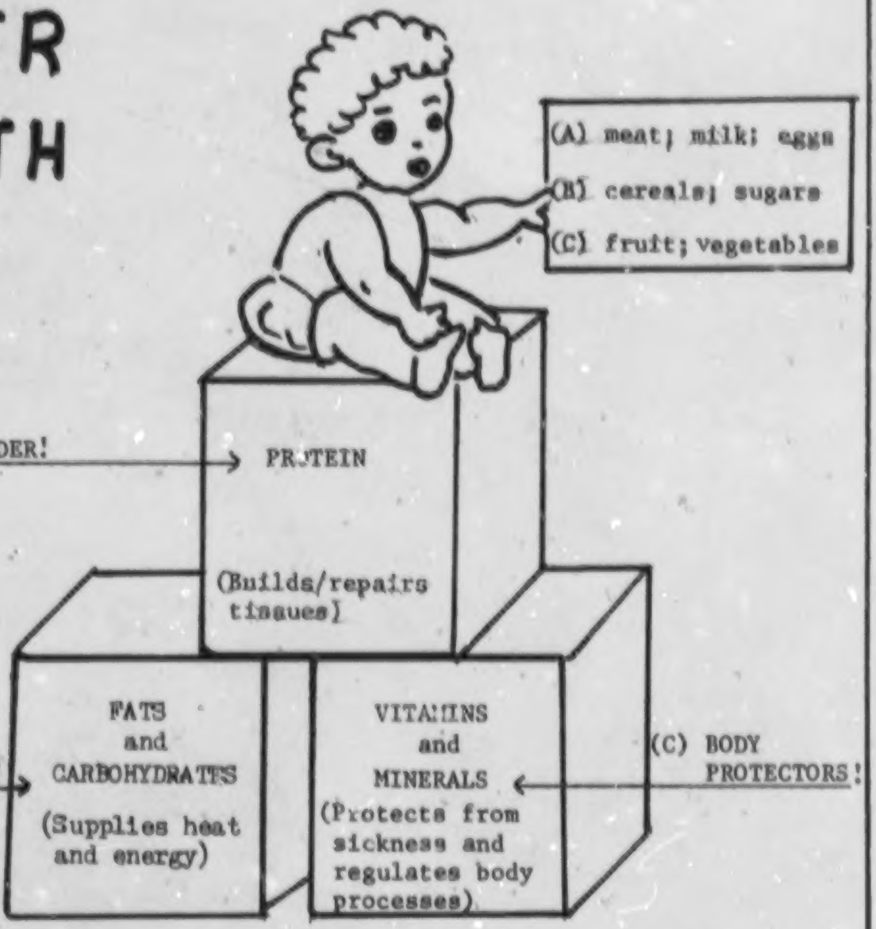
Supplement 8.3
NUTRITION
(bulletin board)

# HOW TO BUILD A HEALTHY BABY- BEFORE BIRTH


Protein
Minerals
Vitamins
PROTEIN
VITAMINS
MINERALS

# HOW TO BUILD A HEALTHY BABY—

# AFTER BIRTH



(A) meat; milk; eggs
(B) cereals; sugars
(C) fruit; vegetables

(A) BODY BUILDER! → PROTEIN

(Builds/repairs tissues)

(B) ENERGY PRODUCERS! → FATS and CARBOHYDRATES

(Supplies heat and energy)

(C) BODY PROTECTORS! → VITAMINS and MINERALS

(Protects from sickness and regulates body processes)

Supplement 8.3
NUTRITION
(skit)

## SOMETHING OLD, SOMETHING NEW

Judy, twenty years old, has just returned home from the doctor's office. The doctor told her that she is pregnant. Judy is very excited about the coming event. She immediately calls her mother to share the good news.

Mother: Hello, Judy.

Judy : Hello, Mom. Guess what?

Mother: Now, Judy, you know I don't like guessing games.

Judy : Mom, I'm going to have a baby!

Mother: Really, darling? That's wonderful news! When is it due?

Judy : December 5th.

Mother: Oh, I just can't wait!

Judy : The doctor said that I'm in fine shape and everything is great.

Mother: Are you sure he told you all of the little details?

Judy : Like what, Mom?

Mother: Well, did he remind you to restrict all salt from your diet?

Judy : No, he just said to eat balanced meals, get plenty of rest, and exercise.

Mother: He said nothing about salt?

Judy : No.

Mother: These modern doctors!! I suppose that he didn't tell you how much weight to gain either, did he?

Judy : No, he only said what I told you.

Mother: Well, I'm going to call him up and give him a piece of my mind! No doctor is going to ruin the health of my daughter and granddaughter.

Judy : Mother, maybe you should wait and let me talk with him about this when I go for my next visit.

Mother: Absolutely not!! I'm calling him right now. I'll talk to you later, dear.

Judy : Please, Mom!!

(Click!!!)

Mrs. Johnson dials the number of the hospital and, after some time, gets Judy's doctor on the line.

Doctor: This is Dr. Marshall.

Mother: Dr. Marshall, I am Janet Johnson, Judy Hay's mother. I understand that you saw her earlier today.

Doctor: Yes, I did. She was very happy when she left here. Why, is there some problem?

Mother: Yes, indeed there is! She told me that you said absolutely nothing about restricting salt from her diet or keeping her weight gain to 15-20 pounds. How could you neglect such an important part of pregnancy?

Doctor: Mrs. Johnson, the medical profession no longer holds those beliefs. We feel now that the most important part of being pregnant is to concentrate on the basic four food groups. I have given Judy a list. Also, she needs plenty of rest and some exercise. If any problem should arise, it will be detected during one of her prenatal examinations. She is in excellent condition.

Mother: Are you absolutely sure, Dr. Marshall?

Doctor: Absolutely, Mrs. Johnson. There is nothing to worry about.

Mother: Well, thank you for your time.

Doctor: You're welcome, Mrs. Johnson--any time!!!

Supplement 8.3
NUTRITION
(article)

## LETTER TO THE EDITOR

Dear Editor of Healthy Baby Magazine:

My mother and I are into a terrible argument which concerns my eating habits. I am 25 years old and pregnant for the first time. I am under the constant supervision of one of the most competent obstetricians in this area. My doctor tells me that I can eat anything I want, as long as I provide my body with enough food from each of the basic four food groups. He also says that I may salt my food to taste.

Now, for the problem. My mother is upset. She questions the validity of my doctor's diet for me. She says that when she was pregnant with me 25 years ago, she was only allowed to gain 18 pounds. She was allowed absolutely no salt at all.

I know that my mother wants only the best for me and my baby, but so does my doctor. Who is right?

Sincerely,

Annalee Baxter

## For the Teacher

Formerly, it was believed that weight restriction during pregnancy would help prevent toxemia.

Also, weight restriction provided smaller babies which made it easier for the mother during delivery.

Now we know that small babies are more likely to develop respiratory difficulties and other complications.

Malnourished mothers have a higher rate of premature birth and birth defects.

Obstetricians feel now that a pregnant woman should gain 22-24 pounds. The exact weight breakdown goes as follows:

| | |
|---|---|
| 7 1/2 lbs. | baby |
| 1 lb. | placenta |
| 2 lbs. | amniotic fluid |
| 2 lbs. | increased muscle mass of the uterus |
| 1 1/2 lbs. | enlargement of breast tissue |
| 3 1/2 lbs. | increased blood volume |
| 6 1/2 lbs. | increased tissue, fluid, and stored baby fat |

## SEE THE DIFFERENCE

| Nutrients | Nonpregnant Teenager 14-18 yrs. | Pregnant Teenager 14-18 yrs. | Nonpregnant Woman 25 yrs. | Pregnant Woman 25 yrs. |
|---|---|---|---|---|
| Calories | 2,100 | 2,400 | 2,000 | 2,300 |
| Protein (Gm.) | 48 | 78 | 46 | 76 |
| Calcium (Gm.) | 1.2 | 1.6 | .8 | 1.2 |
| Iron (mg.) | 18 | 18 | 18 | 18 |
| Vitamin A (I.U.) | 4,000 | 5,000 | 4,000 | 5,000 |
| Thiamine (mg.) | 1.1 | 1.4 | 1.0 | 1.3 |
| Riboflavin (mg.) | 1.4 | 1.7 | 1.2 | 1.5 |
| Ascorbic Acid (mg.) | 45 | 60 | 45 | 60 |
| Vitamin D (I.U.) | 400 | 400 | -- | 400 |

SOURCE: National Research Council, 1974.

600

Supplement 9.1
NUTRITION
(article)

# PSYCHOLOGICAL ASPECTS OF FOOD HABITS

Hungry? Some form of food or drink is the first thought that enters your mind, isn't it? If you are like most people, it probably is your only thought until the need is satisfied. We all know that hunger is probably the primary reason for eating, but did you know that there are several other reasons that cause people to eat food?

Food as a Reward. Many times people will use a special food (usually fattening or expensive) as a reward upon completing a difficult or unpleasant task. You can probably remember your mother giving you a piece of candy when you had been a "good girl or boy." This is a prime example of food as a reward.

Food as a Punishment. Using food as a punishment is less common that using food as a reward. Perhaps you've heard of a child misbehaving and being "sent to bed without supper." Needless to say, neither reward or punishment should be connected with food in any way.

Food for Social Acceptance. Ice cream and cake are served at a birthday party. At a Christman party, egg nog and fruit cake are served. Can you imagine how your friends would feel if you were attending one of their parties and you refused to eat? Food is very much a part of our social lives.

Food to Ease the Pain of Loneliness. Preparing and/or eating food is a distraction for a lonely person. It can help to fill the gap and pass the time. Sometimes when people have been dropped from a social circle or by a "special" person, they eat themselves into obesity.

Food to Avoid Responsibility. An overweight woman may avoid a successful weight losing plan because she is afraid that she will not achieve the goal she wishes to reach (i.e. attracting a man). This is an example of using food to avoid responsibility. This reason is responsible for obesity for a large number of people.

Food Used to Deal with Feeling of Inadequacy and Worthlessness. Sometimes people fill themselves with food to make up for their feeling of inadequacy because they feel as if they are not doing the job, living the life, or having the relationship that they should. When used in this respect, food has the symbolic meaning of "filling me up so that now I am complete."

Psychological Need for Food. A psychological need for food is conceived through habit. If a person starts every day with three doughnuts and two cups of coffee, he or she has a psychological need for the same. If this need is not fulfilled, the person could have strong feelings of anxiety, consequently ruining the entire day. Such habits are broken only through self-discipline.

## INFLUENCES ON A CHILD'S EATING HABITS

### The Gordons

Jack and Mary Gordon have a teenage daughter in high school. They feel they have raised Debbie very well and are proud of her. Debbie skips breakfast and snacks for lunch. She never has time to eat dinner and usually snacks in the evening while watching television or studying. Both her parents work and leave in a rush for work in the morning without breakfast. They grab a quick hamburger for lunch and sometimes eat dinner out before going to join friends for the evening. They only complain about Debbie's not being around when they do eat dinner together. They say, "She's always busy and doesn't eat a proper meal in the evening."

### Bill, Judy, and Little Mike

Bill, Judy, and little Mike are a young family. Bill and Judy have been disagreeing lately about the food Judy has been serving. Little Mike is beginning to eat table foods with his parents. Judy has been serving many new dishes so Mike will have a variety of eating experiences. As they sit down to dinner Bill comments, "Judy, you know I do not like squash. I have hated it since I was a kid and my dad couldn't stand it either. Mom never fixed squash because she knew we didn't like it."

### The Livelys

Carol and Bob Lively have two children. Carol is very conscious of what she feeds the children. She tries to plan three meals a day. She allows only fruit between meals when she does permit them to snack. They are not allowed any so-called "junk food." Carol watches carefully what they eat.

Supplement 9.2
NUTRITION
(skit)

## LIKE FATHER, LIKE SON

SCENE: The family is in the dining room at dinnertime. Father, Mother, and Child are sitting around the table.

Father: How was your day, Dear?

Mother: I had a wonderful day. How about you?

Father: Oh, the usual, I guess.

Child : We won our game today, Dad.

Father: Great! What was the score?

Child : 3 to 2. We got lucky!

Father: Well, what's for dinner?

Mother: It's a new recipe I found in a magazine.

Father: You know that I hate being a guinea pig.

Mother: I think you'll really like this.

Father: It looks awful.

Mother: Well, at least I tr...

Father: It's got carrots in it!!

Mother: Yes, carrots are nutritious.

Father: I hate carrots! I'm not eating this junk!

Mother: But, you haven't even tasted it, Dear.

Father: I don't have to taste it. I know that I hate carrots. This dish contains carrots; therefore, I hate this dish and I won't eat it.

Child : If Dad doesn't have to eat this junk, I don't either. I hate carrots, too!

Father: Come on, Son. Let's go get a hamburger.

(Both Father and Son leave the room)

Supplement 9.2 (cont.)
Nutrition - Like Father, Like Son
Page 2

## QUESTIONS

1. If you were this woman, what would you do?

2. What effect do you think the father had on the child?

3. What effect do you think the mother had on the child?

4. How would you change things so that this course of events wouldn't take place again?

# CONSUMER EDUCATION

A recent study showed that only about one-third of the nation's adults function at an acceptable level of economic literacy. Another third are marginally literate insofar as consumption is concerned, but the other third are considered economically illiterate. This does not mean that these adults cannot read or do math at all, but that they cannot apply these skills to everday demands on consumers. Consumer skills are essential functions of adults in today's world.

How well people manage to live obviously depends on how they spend their money. That is what this unit primarily concerns. Yet people can't spend what they don't have or anticipate having in the future. Hence, the unit includes ways to develop more human capital (the ability to earn money), linking the unit to the Careers Unit.

A spending plan aims to balance income and expenditures. Both income and expenditures are related to lifestyle. People have various ways of balancing their money and expenses--elaborate bookkeeping procedures that many people associate with the term budgeting are not for everyone.

Students examine the many banking services available, when debt is justified, how credit is obtained and the costs involved, consumer rights and responsibilities, and protection from fraud. They also learn how consumer wants are created through advertising and the types of appeals used. Insurance is studied as protection from loss. Students learn the types of loss one may have and how sharing the risk from such losses provides the basis for insurance programs.

Because of time constraints in this unit, we have included only the global concepts rather than concentrating on specifics of buymanship. Too often we spend more time on deciding between Brand X and Brand Y, with no attention to whether or not we should buy the item at all. Although it is not included in this unit, students may investigate problems in buymanship through extended learnings if desired.

Area: CONSUMER EDUCATION Concept: HUMAN CAPITAL

Essential Competency: 1.0 The learner will explain the relationship of debt, human capital, and lifestyle to income.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Discuss the meaning of human capital. Consult the references listed. | Jelley & Herrmann. The American Consumer. McGraw-Hill, 1978, pp. 20-22.<br>Paolucci et al. Personal Perspectives. McGraw-Hill, 1978, pp. 48-51.<br>Maedke et al. Consumer Education. Glencoe, 1979, p. 13.<br>Bratton. Home Management Is. . . Ginn, 1975, pp. 106-108, 117. | 1.1 The learner will cite factors that influence income/earnings at a given point in time as well as over a lifetime. |
| Read Human Capital and Personal Resources. List personal resources (Supplement 1.1). | Supplement 1.1. Human Capital and Personal Resources (article). | |
| Look at the diagram The Big 8 (Supplement 1.1) and list all personal resources you have. Check ones you can acquire or develop. | Supplement 1.1. The Big 8 (diagram). | |
| View transparencies Human Capital Payoff (Supplement 1.1). Discuss how these factors influence your income and how this income relates to lifestyle. | Supplement 1.1. Human Capital Payoff (transparencies). | |

CE-2

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Using Supplement 1.1 Where Are You Now?, make a survey of adults as to where they are now and where they thought they would be when they left school for their first job. Discuss. | Supplement 1.1. Where Are You Now? (survey). | |
| Compare salaries in relationship to educational levels, skills, mobility, etc., using Bureau of Labor Statistics data. Discuss this relationship. | Consumer Expenditure Survey Series. Bureau of Labor Statistics. | |
| View the filmstrips from MONEY AND LIFESTYLE and complete the checksheet. | Filmstrips, checklist: MONEY AND LIFESTYLE. Changing Times. | 1.2 Given case studies depicting various lifestyles, the learner will explain the relationship between human capital and lifestyle options. |
| Read Lifestyle Options (Supplement 1.2) and discuss the questions. | Supplement 1.2 Lifestyle Options (case study and questions). | |
| Read some of the references listed and discuss variations in lifestyle and human capital needed to achieve various lifestyle options. | Paolucci et al. Personal Perspectives, p. 377.<br>Sasse. Person to Person. Bennett, 1978, Chap. 12. | |

| Activities | Instructional Materials | Evaluat |
|---|---|---|
| Read and then divide into groups and list family needs and wants that make up the cost of living. Decide which of the family needs and wants can be accomplished by using their human capital to make money and which can be accomplished only by using debt. | Paolucci et al. Personal Perspectives, p. 82.<br>Bratton. Home Management Is. . .. pp. 69-70. | |
| Complete No. 44 from Cases in Consumer Education to learn about bankruptcy. | Mason. Cases in Consumer Education. J. Weston Walch, 1976, No. 44. | |
| Read about risk taking in Winning Behavior Skills, perform activities, and decide how you feel about the risks involved in going into debt. | Winning Behavior Skills. University of Illinois, Cooperative Extension Service, 1977, pp. 55-65. | |
| Study the diagram "Risk, Certainty, and Knowledge." Discuss in relation to human capital and lifestyle options. | "Risk, Certainty, and Knowledge." CBE Home Management Curriculum, p. D-39. | |

**Area:** CONSUMER EDUCATION **Concept:** FAMILY FINANCES

**Essential Competency:** 2.0 The learner will utilize budgeting as a means of planning and controlling use of money to attain goals.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Make a bulletin board using the caption, Where Does All the Money Go? (Supplement 2.1). Display the items which teenagers buy. Include examples of spending and saving plans that could be used to buy some of the items shown. | Supplement 2.1. Where Does All the Money Go? (bulletin board). | 2.1 Given a family financial situation describing goals, income, and expenditures, the learner will formulate a plan for balancing a budget and achieving goals. |
| Read Making the Most of Your Money and discuss how a budget would solve Connie's problem. | Making the Most of Your Money. American Council on Life Insurance, 1978, pp. 15-22. | |
| Use references and the glossary to define terms, including the following:<br>budget<br>advertisement<br>fixed expenses<br>flexible expenses<br>impulse<br>upkeep<br>credit | Jelley & Herrmann. The American Consumer, (see index).<br>Landis. Your Marriage and Family Living. McGraw-Hill, 1977, pp. 269-286.<br>Warmke et al. Consumer Decision Making, South-Western, 1979, pp. 47-48.<br>Maedke et al. Consumer Education, pp.92, 110, 168.<br>Paolucci et al. Personal Perspectives, p. 84. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
|  | How Will You Manage Your Money? Continental Illinois Corporation, 1977, Unit 2. |  |
| View filmstrips on budgeting and discuss how it helps achieve goals. | Filmstrip: Marriage and Money. American Council on Life Insurance. |  |
|  | Filmstrips: 1 - Budgeting and 2 - Buying. CHOICES AND DECISIONS: BECOMING A WISE CONSUMER. American Council on Life Insurance. |  |
| Survey an adult from 5 families concerning budgeting to determine whether and how they budget. Use Survey on Budgeting (Supplement 2.1). Report back to class. | Supplement 2.1. Survey on Budgeting (questions). |  |
| Make a bulletin board using the caption, Where Will All the Money Go? (Supplement 2.1). | Supplement 2.1. Where Will All the Money Go? (bulletin board). |  |
| Have a mini-poster contest using the theme of the bulletin board above. Each group will illustrate resources, needs, and wants, and develop a list of priorities. | Old magazines, construction or typing paper, felt pens or crayons, glue, and scissors. |  |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the filmstrip Focusing on Finances and transparencies 7, 8, and 9. Complete Study Sheets 7, 8, and 9. | Filmstrip: Focusing on Finances;<br>Transparencies: 7, 8, & 9;<br>Study Sheets: 7, 8, & 9.<br>MANAGEMENT FOR LIVING: RESOURCE MANAGEMENT. Butterick. | 2.2 Given a situation in which the income may be higher or lower than expenditures, the learner will make plans for adjusting the budget. |
| Make plans for investing or saving income or for cutting expenses to match income. (Supplement 2.2, More or Less Money?) | Supplement 2.2. More or Less Money? (case studies). | |
| Play the Budgeting Game. Discuss what you learned about balancing the budget. | Budgeting Game. Changing Times. | |

Area: CONSUMER EDUCATION Concept: FAMILY FINANCES

Essential Competency: 3.0 The learner will explain the use of credit as a tool in financial management.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read pages 33-41, Making the Most of Your Money, and discuss the meaning of credit. Then read about the background of credit and the advantages and disadvantages. Discuss. | Making the Most of Your Money, pp. 33-41.<br>Maedke et al. Consumer Education, pp. 168-231.<br>Warmke et al. Consumer Decision Making, pp. 133-135.<br>Jelley & Herrmann. The American Consumer, pp. 390-407. | 3.1 Given information concerning types of credit, the learner will identify the advantages and disadvantages of each. |
| Complete Part 1 of the LAP, Credit. | McDonald. Credit, Unigraph, 1974, Part 1. | |
| Read case studies and answer questions. "Cost if Borrowing," and "Credit Risk," from Cases in Consumer Education. | Mason. Cases in Consumer Education, No. 17, 19. | |
| Select and complete activities from Part 3, "Wise Use of Credit," How Will You Manage Your Money? | How Will You Manage Your Money? pp. 27-49. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read the information on sources and types of credit from one of the selections listed. | Jelley & Herrmann. The American Consumer, pp. 408-431.<br>Maedke et al. Consumer Education, pp. 168-231.<br>Warmke et al. Consumer Decision Making, pp. 135-137; 173-185. | 3.2 Given a real or simulated situation, the learner will decide whether credit should be used for expenditures and justify the decision. |
| Read the case studies, "Consolidating Debts," and complete the exercises. | Mason. Cases in Consumer Education, No. 36-37. | |
| Select and complete activities from Part 2 of the LAP, Credit. | McDonald. Credit, Part 2. | |
| Divide into small groups and act out minute dramas for the class. (Supplement 3.2, Credit: Yes or No?). Decide whether credit should be used for expenditures. Justify the decision. | Supplement 3.2 Credit: Yes or No? (minute dramas). | |
| Divide into groups and read the case studies and complete exercises on credit ratings. | Mason. Cases in Consumer Education, No. 15, 20, & 23.<br>Maedke et al. Consumer Education, p. 214.<br>How Will You Manage Your Money? Activity Master 5 from Unit 3.<br>Warmke et al. Consumer Decision Making, pp. 198-201. | 3.3 Given information concerning credit, the learner will identify steps necessary in establishing a credit rating. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Listen to a resource person, (credit bureau person, credit manager, etc.) on how to establish credit and about the Fair Credit Reporting Act. | | |
| Read and discuss Consumer Handbook to Credit Protection Laws. | Consumer Handbook to Credit Protection Laws. Federal Reserve System, 1978. | |
| Role play situations in which you apply for credit. Discuss the decision about granting credit. | | |
| Gather credit application forms and complete. Use references as needed. | McDonald. Credit, Part 3.<br>How Will You Manage Your Money? Activity Master 6 from Unit 3.<br>Maedke et al. Consumer Education, pp. 215-216. | |

**Area:** CONSUMER EDUCATION **Concept:** FAMILY FINANCES

**Essential Competency:** 4.0 The learner will use banking services available.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read about banking services from the listed references and define terms below.<br>endorsement<br>stop payment<br>FDIC<br>traveler's check<br>money order<br>certified check<br>cashiers check<br>bankdraft<br>safety deposit box<br>bank-by-mail<br>loans<br>checking account<br>savings account<br>automatic savings<br>transfer of funds | Maedke et al. Consumer Education, pp. 141-152.<br>Jelley & Herrman. American Consumer, pp. 296, 297, 300, 409.<br>Bratton. Home Management Is. . .. pp. 301-306.<br>How Will You Manage Your Money? Unit 1.<br>Warmke et al. Consumer Decision Making, pp. 148-189. | 4.1 Given selected banking services, the learner will demonstrate the use of these services. |
| Listen to a bank official explain to the class the services offered by his/her bank to consumers and businesses. Discuss which you might need now and in the future. | | |
| Select and complete activities from Unit 1, How Will You Manage Your Money? | How Will You Manage Your Money? Unit 1. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Divide into two groups: bankers and consumers. Write names of services on slips of papers (a set for each group). Draw a slip from a box. With the person from the other group who draws the same service, role play the transaction. Secure forms if they are needed to make the situation more realistic. | | |

**Area:** CONSUMER EDUCATION **Concept:** CONSUMER PROTECTION

**Essential Competency:** 5.0 The learner will recognize the functions of insurance as a risk sharing and protective activity for the individual and/or family.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read Policies for Protection, pages 3-4. List reasons family protection is needed for emergency situations. | Policies for Protection. American Council of Life Insurance, pp. 3-4. | 5.1 Given problems of health care, death, loss of income, liability, and property loss, the learner will describe private and social sources of risk-sharing/protection and how they are obtained. |
| View transparencies (Supplement 5.1) Life is a Risky Business! and identify the type of risks. | Supplement 5.1. Life is a Risky Business! (transparencies). | |
| Draw a situation out of a hat. Act out the situation and discuss the costs involved. How long will it take to recover financially? (Supplement 5.1) | Supplement 5.1. What Will Happen? (situations). | |
| Divide into groups and prepare reports on the different types of insurance. You may show filmstrips as part of the report if you wish. | Jelley & Herrmann. The American Consumer, pp. 187-194, 226-388.<br>Maedke et al. Consumer Education, pp. 234-321, 485-486.<br>Supplement 5.1. Insuring a Home. (transparency and article).<br>Every Ten Minutes. Insurance Information Institute. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| | Filmstrips: You and Your Auto Insurance and You and Your Home Insurance. Insurance Information Institute.<br>Filmstrip: No. 3--Protecting. CHOICES AND DECISIONS: BECOMING A WISE CONSUMER. American Council on Life Insurance. | |
| Explain the following terms:<br>premium policy term<br>waiver liability endowment<br>insurance risk agent<br>beneficiary cash value claim<br>deductible face amount life expectancy | | |
| Read or review the rest of the booklet, Policies for Protection, and work the puzzle. | Policies for Protection. American Council of Life Insurance. | |
| Listen to an insurance agent speak to the class on basic insurance plans, benefits, etc. | | |
| Plan an insurance program to provide protection for a family, after being given a description of the family (Supplement 5.1). | Supplement 5.1. Plan for Protection (case studies). | |
| Do case studies 50-54 from Cases in Consumer Education. | Mason. Cases in Consumer Education. No. 50-54. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Play the game, Dealing With Life Insurance. | Game: Dealing With Life Insurance, Institute of Life Insurance, 1976. | |
| View the filmstrip Adapting and discuss how to cope with change. | Filmstrip: No. 4--Adapting. CHOICES AND DECISIONS: BECOMING A WISE CONSUMER. American Council on Life Insurance. | |

**Area:** CONSUMER EDUCATION **Concept:** CONSUMER PROTECTION

**Essential Competency:** 6.0 The learner will identify grievance procedures that operate in the marketplace to prevent and/or correct fraud and deceptive practices.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Define warranty, guarantee, and other service contracts and distinguish among them. Read one of the selections listed. Collect guarantees, warranties, and service contracts.<br>Divide into small groups and prepare a class presentation evaluating the conditions of a warranty, a guarantee, or service contract. | Jelley & Herrmann. The American Consumer, pp. 64-66, 479-483.<br>Maedke et al. Consumer Education. pp. 355, 362-363, 366-367, 476.<br>Warmke et al. Consumer Decision Making, pp. 102-122.<br>Mason. Cases in Consumer Education, No. 25 & 28. | 6.1 Given information concerning warranties, guarantees, and service contracts, the learner will interpret and evaluate the conditions of each. |
| Read about deceptive practices and complete questions.<br>Choose a fraudulent practice and role play or pantomime this practice. Explain how to deal with it. Choose the practice from Supplement 6.2, What is a Fraudulent Practice? | Mason. Cases in Consumer Education, No. 37, 29, 30, 32, 33.<br>Supplement 6.2. What is a Fraudulent Practice? (case study). | 6.2 Given examples of practices in the marketplace, the learner will distinguish between ethical and deceptive or fraudulent practices. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read from one of the selections listed about agencies that protect the consumer. | Mason. Cases in Consumer Education, No. 21.<br>Warmke et al. Consumer Decision Making, pp. 116-121.<br>Jelley & Herrmann. The American Consumer, pp. 505-524.<br>Maedke et al. Consumer Education, pp. 26-30, 34-42. | 6.3 Given deceptive or fraudulent practices, the learner will identify appropriate procedures for redress. |
| Play the game Consumer Redress. Discuss what you learned about procedures that consumers can use if they are victims of fraud. | Game: Consumer Redress, Changing Times. | |

Area: CONSUMER EDUCATION                    Concept: CONSUMER PROTECTION

Essential Competency: 7.0 The learner will identify rights and responsibilities in the marketplace.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read about rights and responsibilities of buyers and sellers. | Maedke et al. Consumer Education, pp. 14, 15, 17.<br>Paolucci et al. Personal Perspectives, pp. 242-246.<br>Warmke et al. Consumer Decision Making, pp. 85, 511. | 7.1 Given real or simulated experiences, the learner will identify ethical behavior for both buyers and sellers. |
| Divide into groups and prepare a Consumer's Code of Ethics and a Seller's Code of Ethics. Report to the class and discuss the codes. | | |
| Role play situations from Supplement 7.1, Is it Ethical? Discuss. | Supplement 7.1, Is it Ethical? (situations). | |
| Listen to a store manager or other informed person (police officer, credit manager, etc.) discuss the cost to the consumer and the seller of unethical behavior on the part of consumers. | | |
| Invite a consumer advocate to discuss ethical behavior of consumers and sellers. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View filmstrip and listen to the tape, Justice in the Marketplace. | Filmstrip: Justice in the Marketplace. Changing Times. | 7.2 Given a real or simulated experience, the learner will explain the consumer's rights in the marketplace to be safe, to be informed, to have a choice, to be heard, to be protected, and to be educated. |
| Prepare a Consumer Bill of Rights. | | |
| Complete the LAP, Rights and Responsibilities. | Johnston. Consumer Rights and Responsibilities, Unigraph. | |

**Area:** CONSUMER EDUCATION **Concept:** CONSUMER PROTECTION

**Essential Competency:** 8.0 The learner will recognize the relationship advertising plays in his/her desire for goods and services.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Examine the bulletin board, Advertising Techniques (Supplement 8.1). Read handout and collect or describe various advertisements (printed, billboards, magazines, television, radio, etc.). Explain to the class the advertising technique in each. | Supplement 8.1. Advertising Techniques (bulletin board and handout). | 8.1 Given several types of advertisements, the learner will identify the techniques used. |
| Identify the appeals used in advertising from reading and examination of advertisements. | Maedke et al. Consumer Education, pp. 107, 342-343.<br>Warmke et al. Consumer Decision Making, pp. 66-83.<br>Jelley & Herrmann. The American Consumer, pp. 94-96. | |
| Make a list of the information found in ads given to the class. | Newspapers and magazines. | 8.2 Given examples of advertising, the learner will analyze the completeness and usefulness of the information and evaluate the potential effect of the ad on his/her desire for products. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View one of the filmstrips about the purpose of advertisements.<br>Choose a product that you would like to buy; collect ads of different brands for that product; analyze each ad and make a choice as to which brand you would buy, if advertisements were all you used as a basis for choice.<br>Prepare a commercial in class using one of the techniques, rate its effectiveness, and tell which technique was used. | Filmstrips: Consumer Advertising and Consumer Choice, Proctor & Gamble. | |

## SUPPLEMENTS - CONSUMER EDUCATION

NO./TITLE PAGE

1.1 Human Capital and Personal Resources . . . . . ce- 2

1.1 The Big 8 . . . . . ce- 3

1.1 Human Capital Payoff . . . . . ce- 4

1.1 Where Are You Now? . . . . . ce- 9

1.2 Lifestyle Options . . . . . ce-10

2.1 Where Does All the Money Go? . . . . . ce-12

2.1 Survey on Budgeting . . . . . ce-13

2.1 Where Will All the Money Go? . . . . . ce-14

2.2 More or Less Money? . . . . . ce-15

3.2 Credit: Yes or No? . . . . . ce-16

5.1 Life Is A Risky Business . . . . . ce-17

5.1 What Will Happen? . . . . . ce-21

5.1 Insuring a Home . . . . . ce-22

5.1 Plan for Protection . . . . . ce-24

6.2 What Is a Fraudulent Practice? . . . . . ce-25

7.1 Is It Ethical? . . . . . ce-26

8.1 Advertising Techniques/Appeals . . . . . ce-27

Supplement 1.1
CONSUMER EDUCATION
(article)

# HUMAN CAPITAL AND PERSONAL RESOURCES

Human capital is defined as the ability to earn money or as personal resources that affect income. Personal resources are all means pertaining to a person--what a person has within him/herself that will help meet goals. Personal resources provide us with income and help us make the best life for ourselves that we can. Since we cannot actually see or touch these resources, we often forget them. In order to increase human capital, we need to know what personal resources we have, develop them to the fullest extent, and use them wisely.

Two closely interrelated personal resources that affect human capital are mental health and physical health. Good mental health means that a person is able to meet the demands of life, cope with stress and frustration, and feel comfortable with self/others. When a person is healthy physically, he/she has stamina and the strength to do physical work.

Attributes may be thought of as characteristics or qualities a person has. You are referring to someone's attributes when you say, "It was just like him to say that" or"I knew she would do that." Positive attributes that increase human capital include cooperation, sencerity, sense of humor, ambition, belief in self, and sensitivity to others. These attributes help us establish good relationships with other people who can give us help and support.

Attitudes and interests can also affect ability to earn money. Attitudes are the way we view things. Interests are what we like to do. Positive attitudes and a variety of interests can help overcome a lack of other resources.

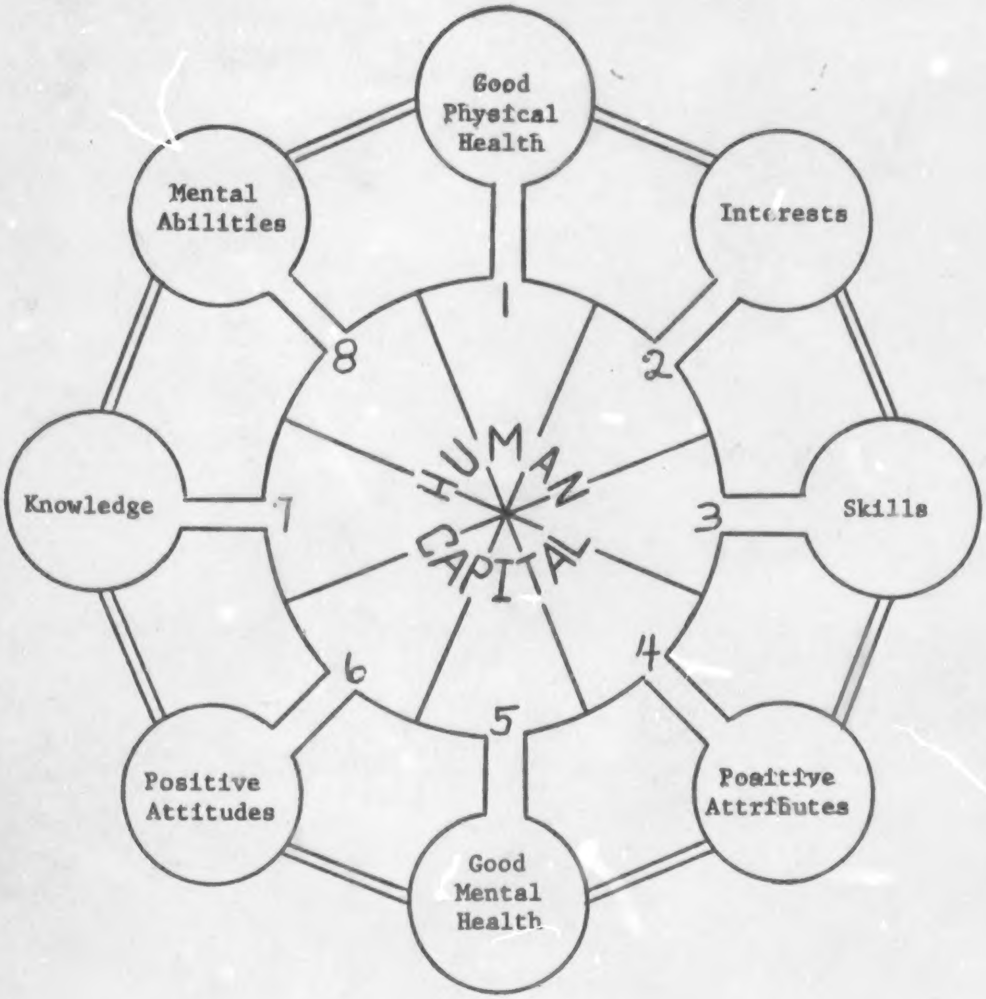
A close relationship between human capital and personal resources can be seen when we recognize that personal resources also include all of the things we know and can do. That is, our knowledge and our skills. Knowledge relates to factual information a person knows. On the other hand, a skill is proficiency in putting that knowledge to work. For example, a person may know the location of keys on a typewriter (knowledge); a person may be able to type with speed and accuracy (skill). Everyone can acquire more knowledge and develop their skills further.

People also have certain mental abilities that affect income. Some persons have inborn abilities (called aptitudes and talents) that give them the capacity to perform well in certain areas. One may have an inborn talent for singing or an aptitude for music. Others may be creative and have the ability to think of original ideas or approaches. Intelligence is the ability to apply information and reason or figure things out. Judgment is the ability to weigh alternatives and decide on the best alternative. Judgment is also the ability to choose the proper time to act. These mental abilities are personal resources that provide income.

In order to contribute to our human capital, we must invest in ourselves. Education, both formal and informal, is the largest investment in human capital. When you acquire knowledge or take time to learn to perform a task, you are investing in yourself. Maintain good mental and physical health, develop positive attitudes and attributes, and broaden your range of interests. Make the most of your inborn talents and creativity! Don't short-change yourself. Give yourself credit for all of the personal resources you have. The total of your personal resources is your human capital.

Supplement 1.1
CONSUMER EDUCATION
(diagram)

# THE BIG 8 - A GREAT COMBO


Good Physical Health
Interests
Skills
Positive Attributes
Good Mental Health
Positive Attitudes
Knowledge
Mental Abilities
1
2
3
4
5
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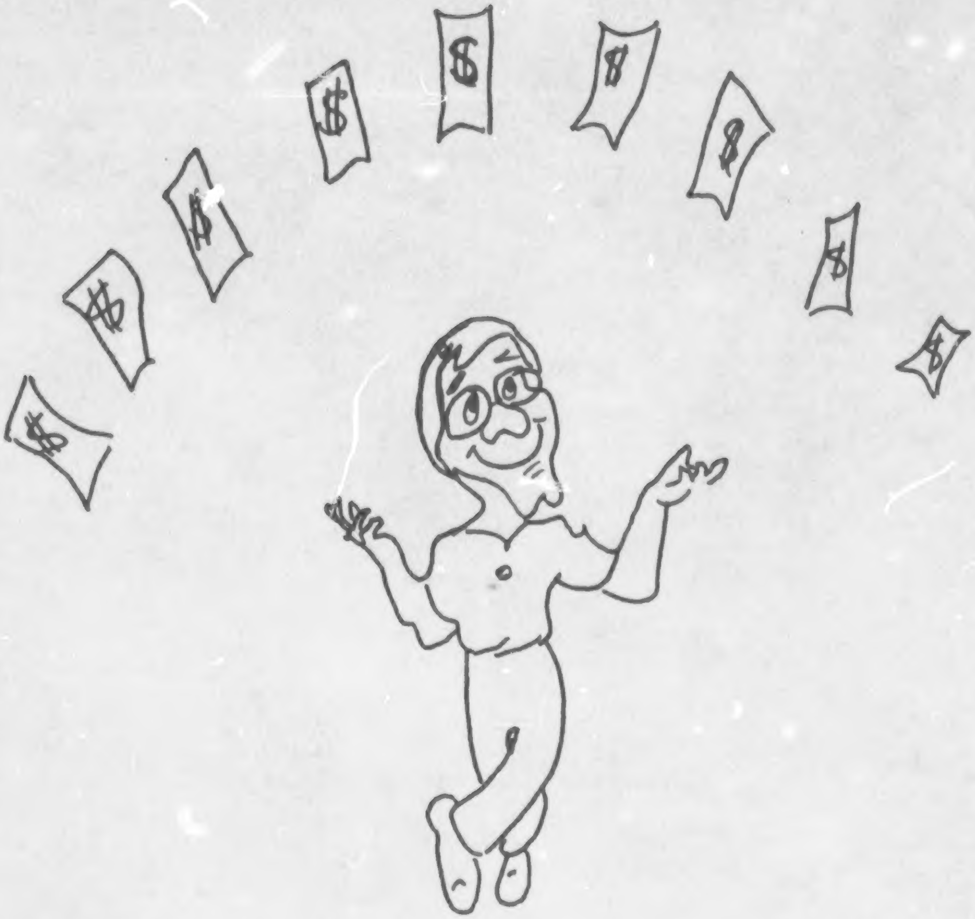
7
8
HUMAN CAPITAL

Recognize, Maximize, and Utilize
a Combination of All Your Personal Resources
to Increase Your Human Capital!

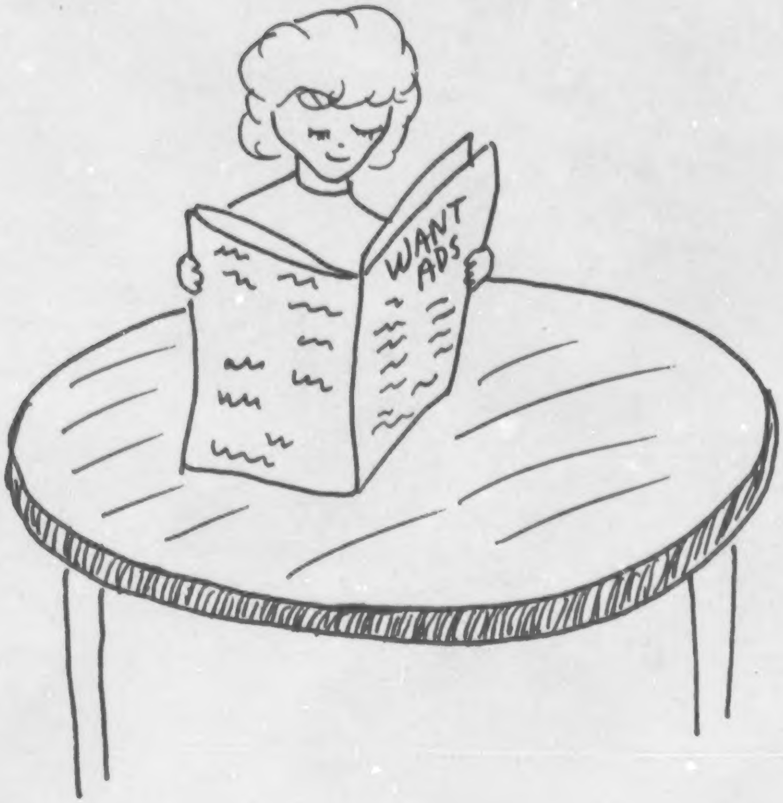
# HUMAN CAPITAL PAYOFF



WITH MORE HUMAN CAPITAL

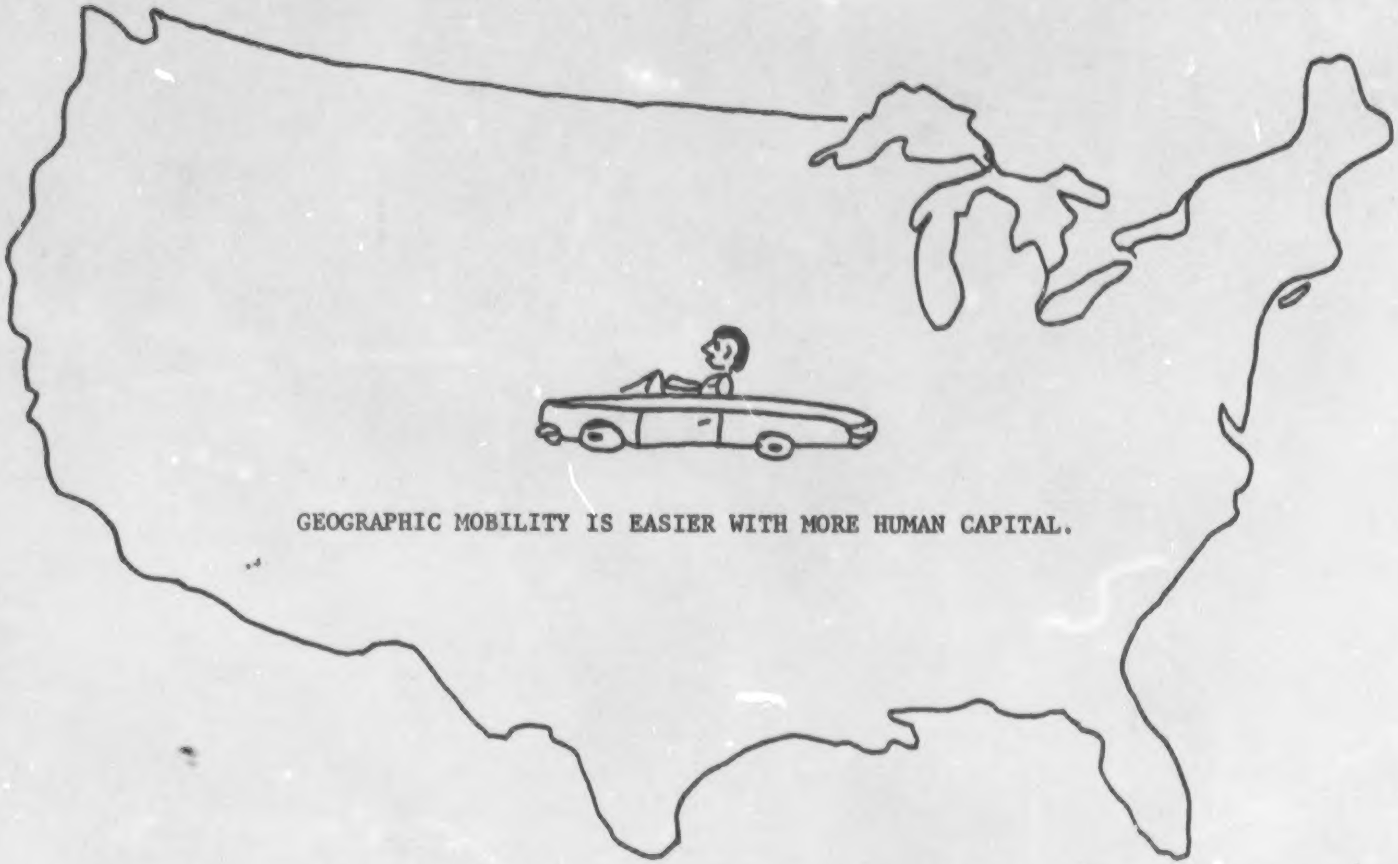
YOU ARE LIKELY TO HAVE MORE MONEY AND

BE ABLE TO REACH MORE GOALS.

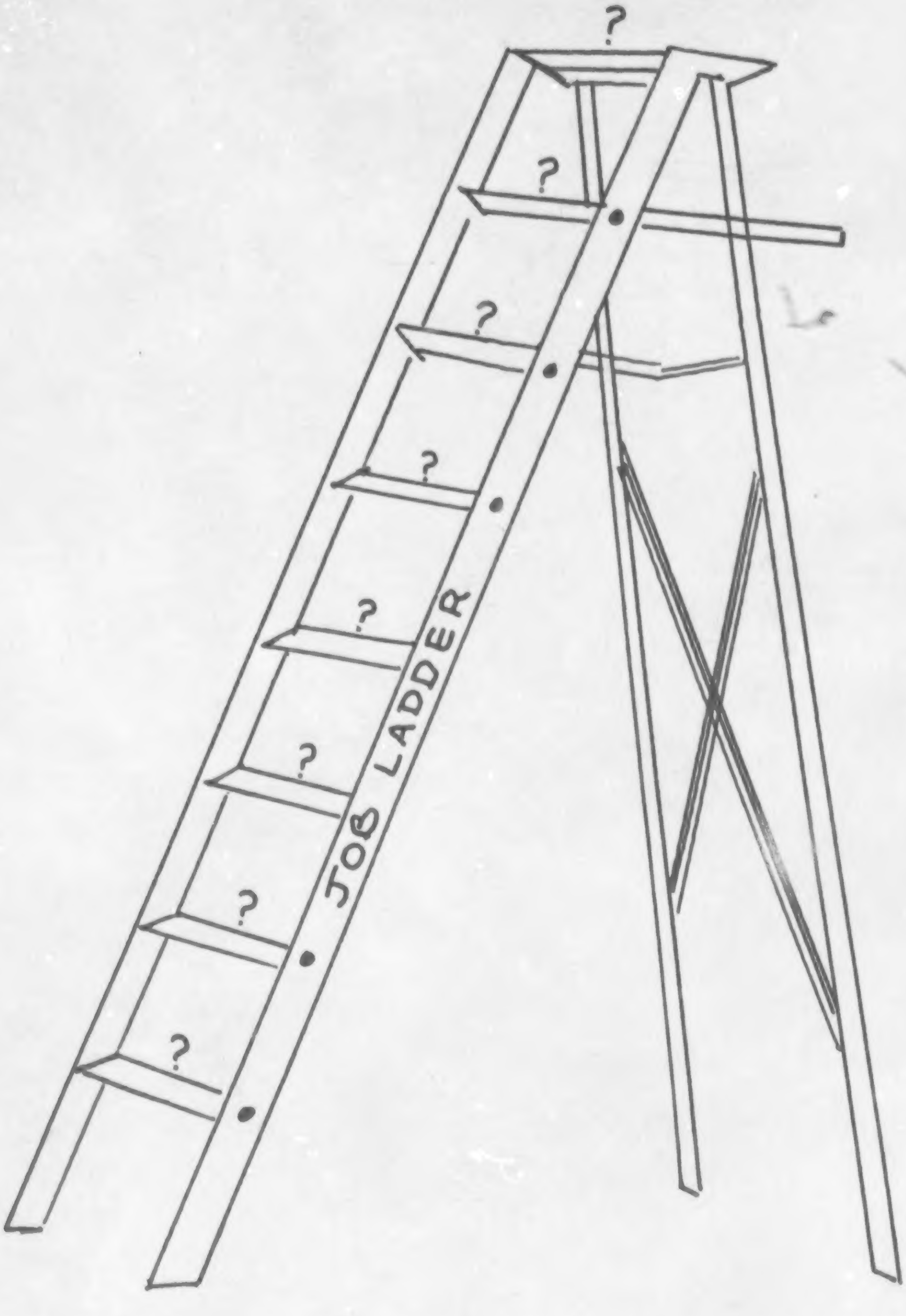


CHANGING TO A NEW JOB WOULD BE EASIER

WITH MORE HUMAN CAPITAL.

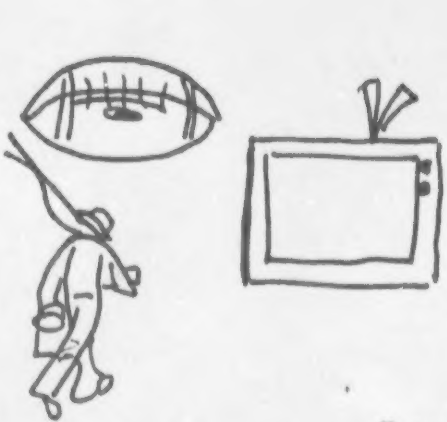


GEOGRAPHIC MOBILITY IS EASIER WITH MORE HUMAN CAPITAL.



HUMAN CAPITAL AFFECTS HOW FAR UP THE JOB LADDER YOU GO.

HUMAN CAPITAL AFFECTS
THE NUMBER OF OPTIONS
OR ALTERNATIVES
OPEN TO YOU.



Supplement 1.1
CONSUMER EDUCATION
(survey questions)

## WHERE ARE YOU NOW?

Directions: Answer the following questions if you are now employed for pay.

1. What is your present occupation?

2. Check the category that most nearly matches your earnings last year before deductions.

_____ Less that $9,600
_____ $9,600 - $17,999
_____ $18,000 - $29,999
_____ $30,000 or more

3. What qualifications are needed for your present job?

4. What work skills do you have?

5. What is the highest grade of school or college you completed?

_____ 8th grade or less
_____ 9th, 10th, or 11th grade
_____ 12th grade (H.S. diploma)
_____ 1, 2, or 3 years of college, adult, or postsecondary programs
_____ 4 years or more of college - have degree

6. In the middle column below, tell what your goals were in relation to each item when you first got out of school. Under outcome, tell what has happened.

| | Goals When Finished School | Outcome |
|---|---|---|
| Marriage | | |
| Job | | |
| Geographic Location | | |
| Housing | | |
| No. of Children | | |
| Other | | |
| Other | | |

Supplement 1.2
CONSUMER EDUCATION
(case studies)

## LIFESTYLE OPTIONS

1. Barbara was reared in a rural modest but happy home. Through scholarships, loans, and work-study programs, she put herself through college. She got a civil service job in her home town and married Tom, whom she had dated for several years.

   Tom was from a well-to-do family. He graduated from Yale and was a corporate lawyer in a small town. Tom bought their large home before they married with money he inherited. He has done some remodeling.

   Tom and Barbara do not want children. Barbara has always wanted to be an executive and they agreed that they would transfer if the opportunity for her to do so arose. She received promotions rapidly and within five years was promoted to department supervisor.

   Tom became president of his firm at a salary of $40,000. Six months later, Barbara applied for and got a regional administrator's job in Chicago.

   Barbara moved to Chicago and rented a nice apartment. Tom stayed behind. Each month, one or the other makes the trip to be together for several days.

   In her new job, Barbara travels a lot, earns $30,000, meets important people, and has a lot of responsibility, plus opportunity to move up farther in the agency.

   WHAT HUMAN CAPITAL WAS NEEDED TO ACHIEVE THE LIFESTYLE DESCRIBED?

2. John was one of six children and worked after school to keep up with expenses. When he graduated from high school, he began working in the meat department of a grocery store and learned to be a meat cutter. He was sought by many stores and, after changing jobs a few times, he landed a position in the meat cutting department of a famous resort hotel. There he also conducted classes. The job had good benefits and he loved his work.

   John and his wife, Mary, were high school sweethearts and married soon after graduation from high school. She has worked as a salesperson since graduation. They have one son who is their pride and joy. They bought a farm which they enjoy after work hours.

   John retired and obtained a partnership in a fast-food restaurant. One is in operation and two more are under construction.

   WHAT HUMAN CAPITAL WAS NEEDED TO ACHIEVE THE LIFESTYLE DESCRIBED?

3. Sue and Calvin, in their late 20's, grew tired of big city living, so they bought 50 acres of hilly land and moved to Appalachia.

Sue has a master's degree and works four days a week (by choice) in a county school system. She works long hours on these days to make up for the day she is off. Sue kept her maiden name for professional reasons.

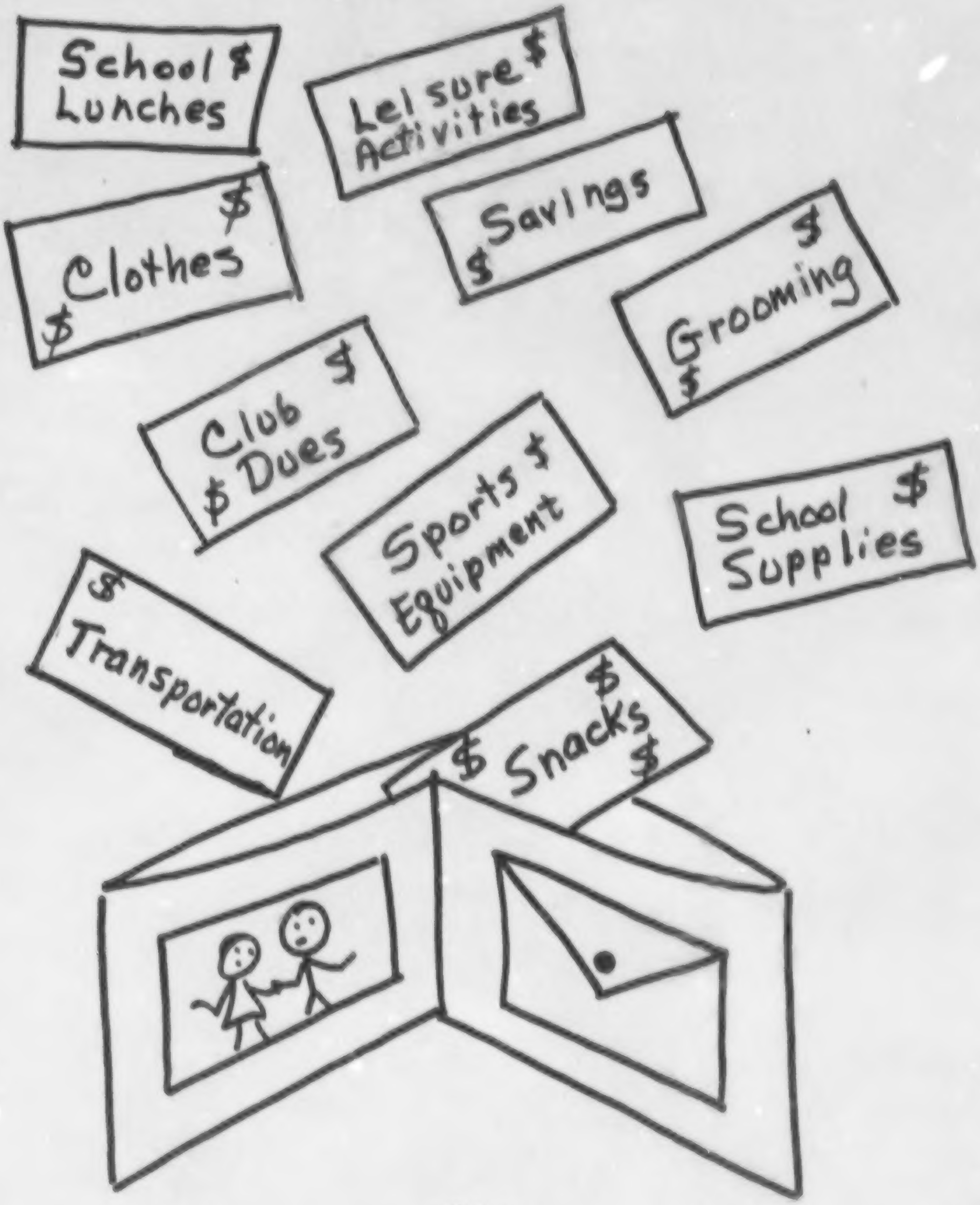
Calvin attended college for two years and decided it wasn't for him. He designs and builds custom furniture at home to sell. He built their small frame house and a greenhouse. Calvin plans to build a larger house in the future. They use a wood stove for cooking and heating. They have an indoor shower and an outside toilet.

Sue and Calvin enjoy organic gardening, going to arts and crafts fairs, and promoting cultural activities.

WHAT HUMAN CAPITAL WAS ILLUSTRATED IN THE ABOVE LIFESTYLE?

Supplement 2.1
CONSUMER EDUCATION
(bulletin board)

WHERE DOES ALL THE MONEY GO?


School Lunches $
Leisure Activities $
Clothes $ $
Savings $
Grooming $ $
Club Dues $ $
Sports Equipment $
School Supplies $
Transportation $
Snacks $ $ $

Supplement 2.1
CONSUMER EDUCATION
(questions)

## SURVEY ON BUDGETING

1. How do you decide how to spend your money?

2. Do you budget your money? ____yes ____no

   If yes, is it ____ written?____ mental?

   How detailed is the budget?

3. Do you stick to your budget closely? ____yes ____no

   If no, why not?

4. Has budgeting helped you attain those things you want most? ____yes ____no

   If yes, how has it helped you?

   If no, why has it not worked for you?

5. Do you have a checking account? ____yes ____no

   If yes, is it a joint account or a separate account?

6. Who in your family writes the checks, pays the bills, and keeps the checkbook balanced?

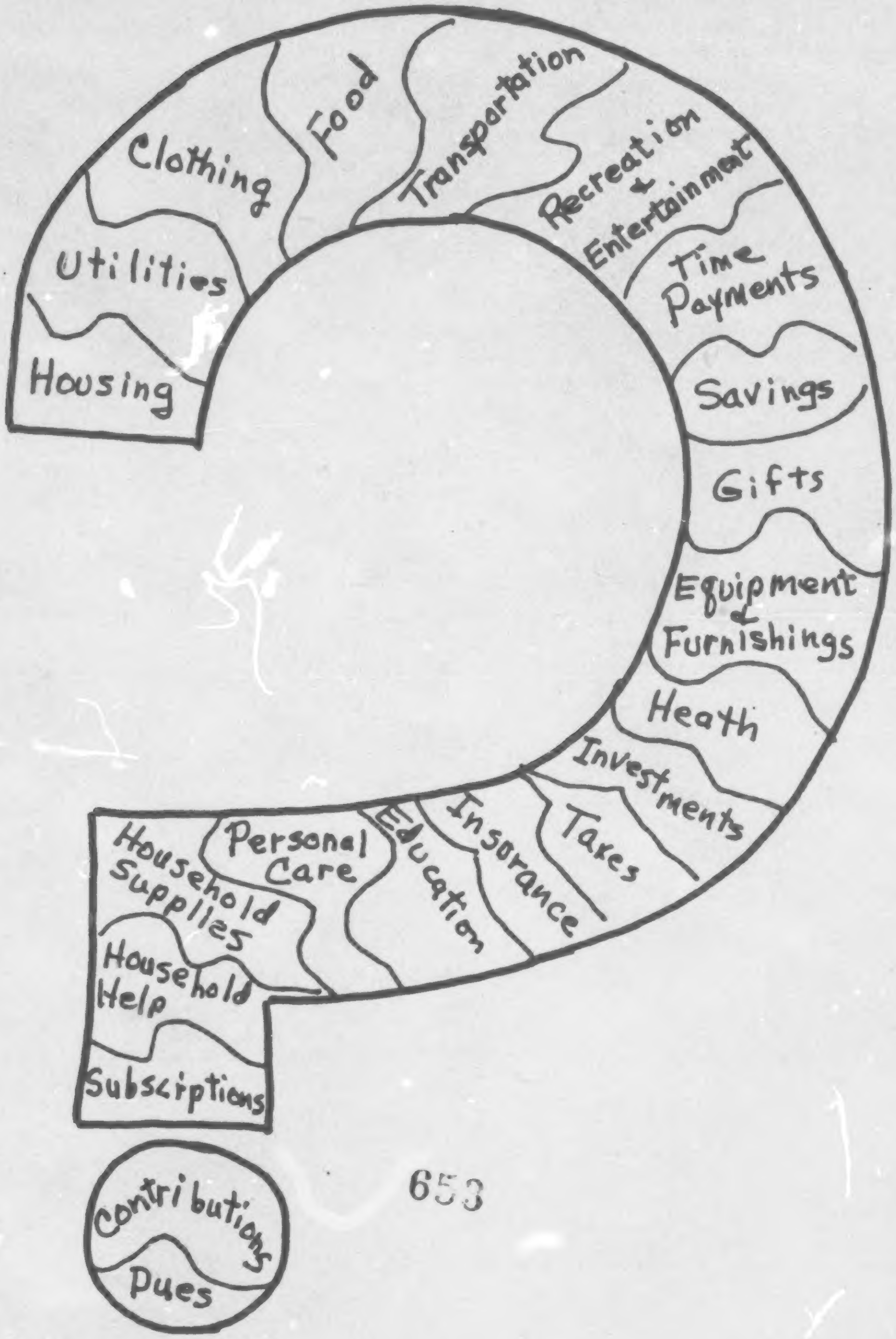
   How did this pattern develop?

7. How detailed is your family's record keeping?

8. Who primarily decides how "extra" money is spent?

Supplement 2.1
CONSUMER EDUCATION
(bulletin board)

WHERE WILL ALL THE MONEY GO?


Housing
Utilities
Clothing
Food
Transportation
Recreation & Entertainment
Time Payments
Savings
Gifts
Equipment & Furnishings
Heath
Investments
Taxes
Insurance
Education
Personal Care
Household Supplies
Household Help
Subscriptions
Contributions
Dues

653

Supplement 2.2
CONSUMER EDUCATION
(case studies)

## MORE OR LESS MONEY?

1. Bob and Jane have two children. They are expecting a third. Their budget is already very tight and Bob has no hope of an increase in salary. He is a freshman architect for a firm and works from 8:00 to 5:00. He travels from their home to the city every day. Jane does not work outside the home.

2. Within the last year, Carol and Jeff's situation has changed drastically. Jeff was in the hospital and his insurance did not cover all the bills. He switched jobs in order to increase his income, but lost several weeks salary while out of work. Their utilities have greatly increased and the rent will go up soon as well as food bills. Carol is unemployed.

3. Tom and Mary McClure are planning to retire soon. Their joint income will be considerably less than while they were working. They own their home and still owe for their new car. They realize their insurance may not cover all the expenses if one of them should become ill.

4. Mike and Brenda have been married for several years. Both work and contribute to the income. They have never followed a budget because they have always had enough to cover expenses. They frequently eat out and go to movies or dancing. Mike is getting a raise. They would someday like to own their "dream house" but are satisfied with their present apartment.

5. Tina lives at home with her parents. She has a part-time job at which she earns a good salary and goes to school part-time. She hopes to someday be independent. She has no household expenses but does contribute to groceries and spends a lot on gifts for her parents, siblings, nieces and nephews. She sews and makes many of her own clothes. She enjoys music and would like to teach it. She is making payments on her sewing machine and has no long-range plans so far.

6. Ted works as a machinist at a chemical plant. He lives alone, maintaining his own apartment. This is his fourth job and with each move, his pay has increased. His living expenses have stayed the same. He's going to need another car eventually.

## CREDIT: YES OR NO?

1. John and Jack are window shopping. They stop in front of a clothing store.

John: They have a good selection of jeans here.
Jack: Wouldn't that suit be cool?
John: I can't afford anything now, with tuition to pay this fall.
Jack: Me neither. Mom and Dad say I'll have to take a part-time job to cover my expenses.
John: Yeah, but both of us are going to need clothes.

2. Fran and Jerry have just learned that Fran is pregnant. They were married six months ago, right after they finished college. Fran is not working. Both of them have college loans to pay back.

Fran: There's a sale at Sears on washers and dryers.
Jerry: We're going to be needing them in a few months when the baby arrives.
Fran: I don't know what we should do. Our school loans still have to be paid.
Jerry: We ought to get a washer and dryer while they're still on sale.

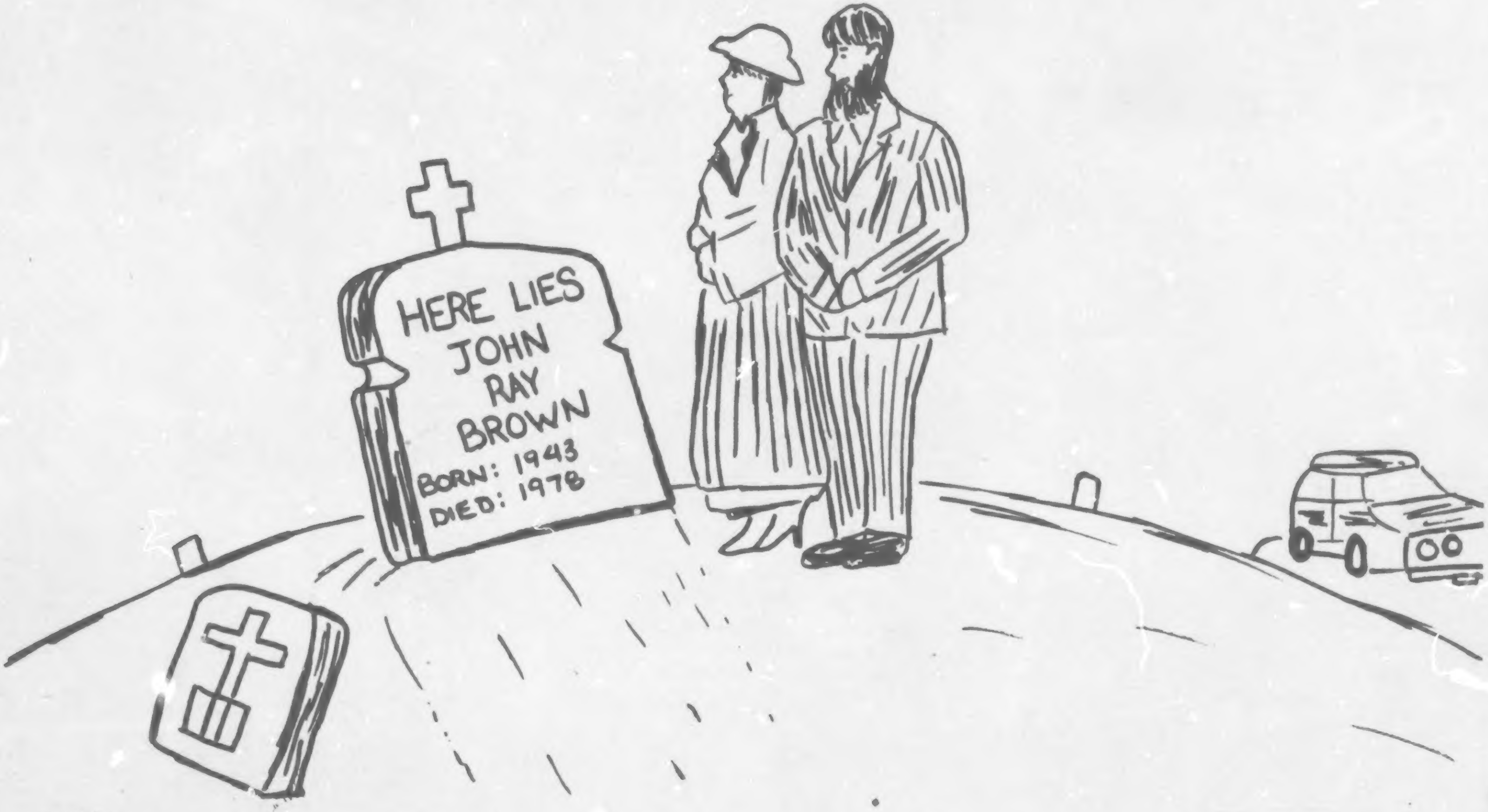
3. Mark has gone on a camping trip with Roy. They are on the way home. Roy has a CB in the car and is making good use of it.

Mark: This CB is really great.
Roy: Right. It keeps me company and is very helpful in traveling.
Mark: Maybe I'll get one. I think I'll open a charge account at the Radio Shop.

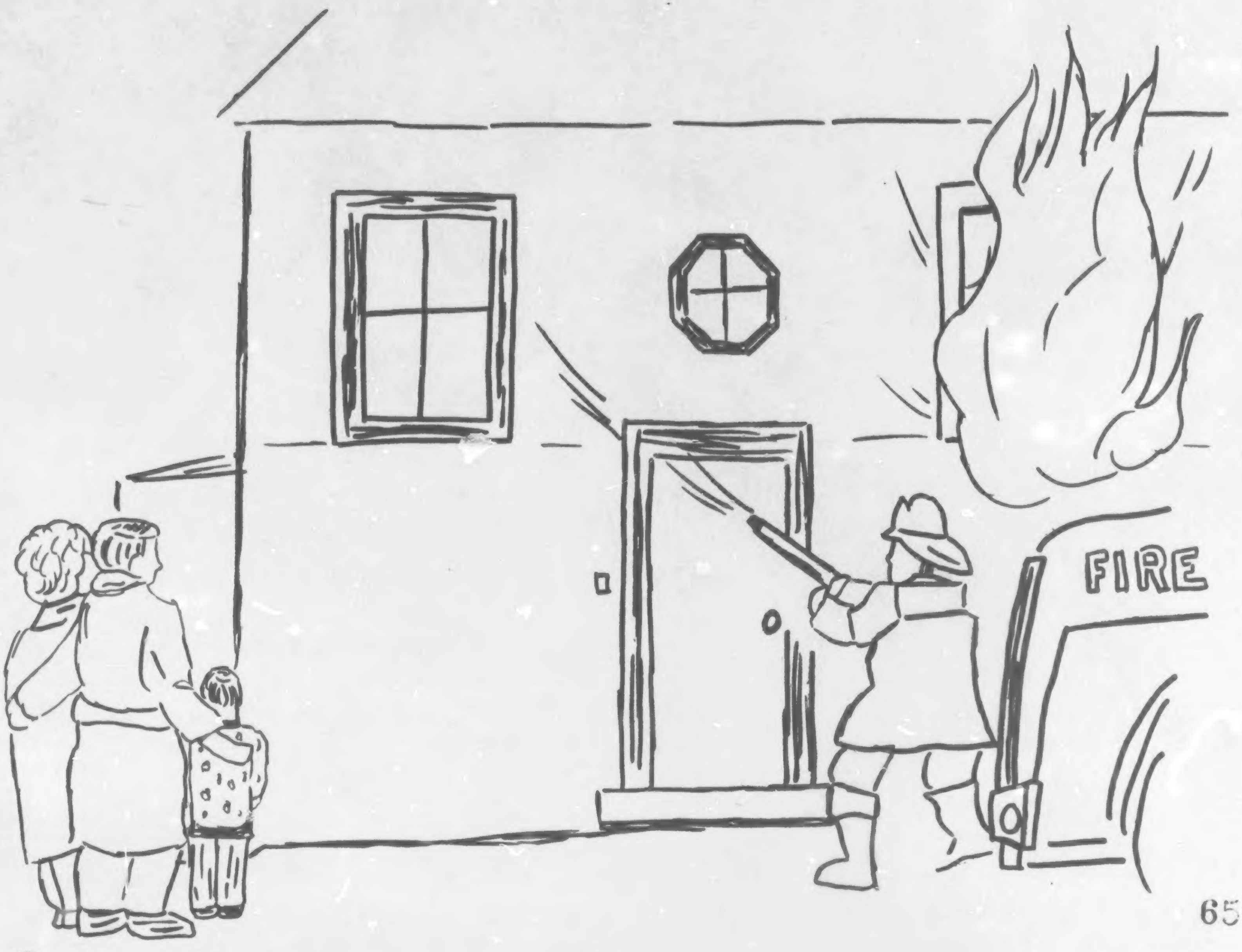
4. Ted and Alice are going to retire next year. Their present car is six years old and in good condition.

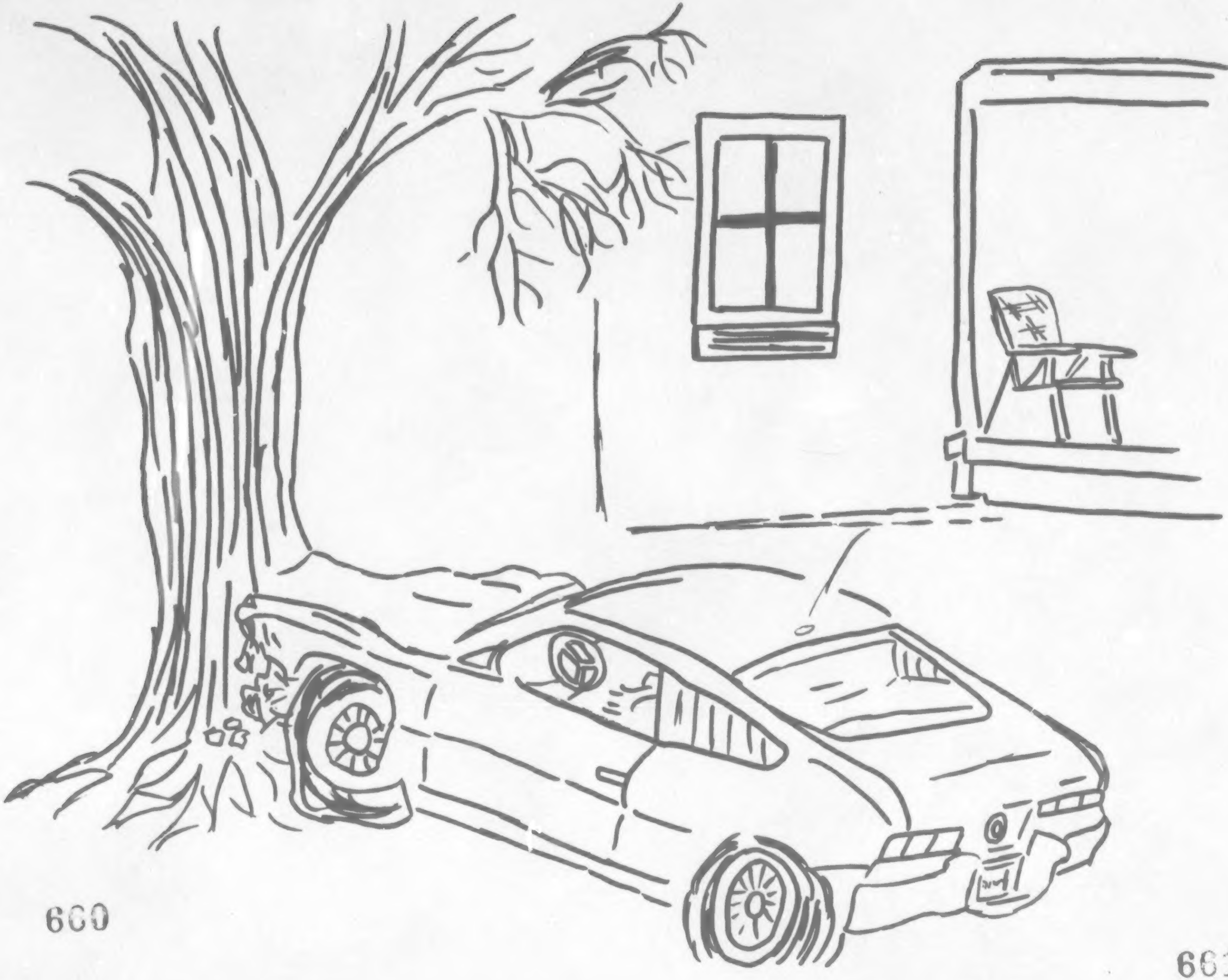
Ted: Do you like the new model Superbest?
Alice: Yes. I hate to think of car payments, especially with us retiring.
Ted: You know, it's better to get one now while we're both still working and in good health.
Alice: Well, we could take the money out of our savings.
Ted: No! That's for emergencies, Alice.

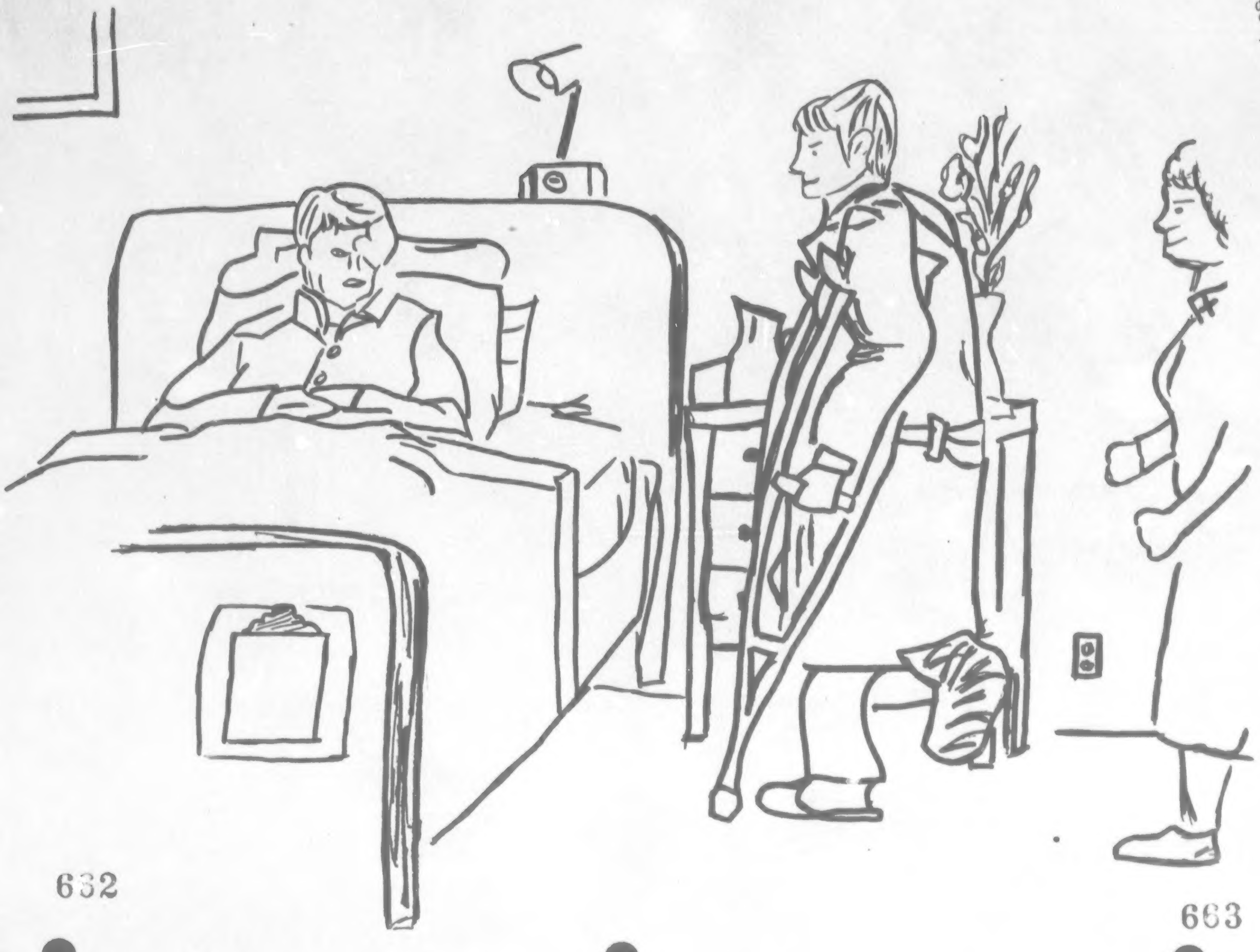
# LIFE IS A RISKY BUSINESS


HERE LIES
JOHN
RAY
BROWN
BORN: 1943
DIED: 1978

ce-17


FIRE





Supplement 5.1
CONSUMER EDUCATION
(situations)

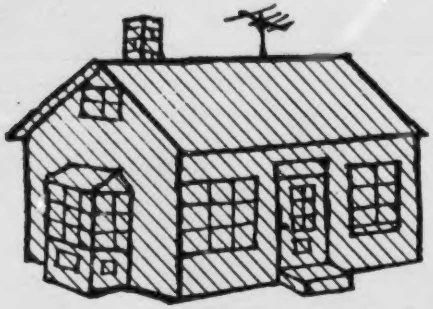
## WHAT WILL HAPPEN?

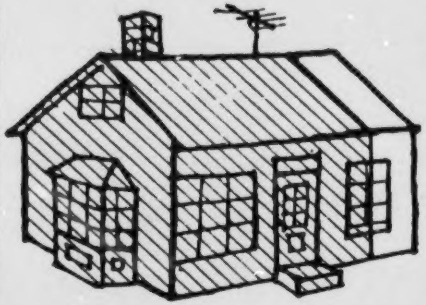
1. John has no insurance. He is always behind in saving for a rainy day and thinks paying insurance is a waste of money. He just brought his wife Judy home from the hospital after a lengthy stay. She will be an out-patient for a long time to come. Their savings are nearly gone and they haven't received all the hospital bills.

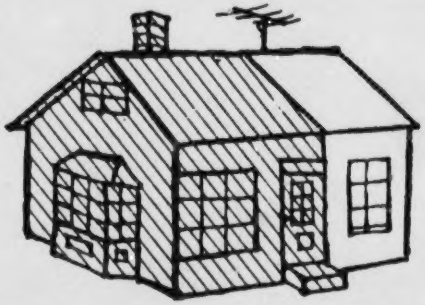
2. Martha's husband recently died and left her with a large hospital bill. He had a small burial policy that was taken out when they were first married 27 years ago. The medical bills are more than his group policy at work covered. Martha is employed part-time.

3. Everything Bob and Mary had was tied up in the business they established last year. When the business was destroyed by fire, they had a small insurance policy that would help replace the building. But the amount they will receive is not enough to replace equipment. The business was their only source of income. Meanwhile, they are faced with bills coming in each day that must be paid.

# INSURING A HOME WITH A $50,000 REPLACEMENT VALUE-- HOW EXTENT OF COVERAGE AFFECTS PAYMENTS WHEN LOSSES OCCUR







| | INSURED AT 100% OF REPLACEMENT VALUE | INSURED AT 80% OF REPLACEMENT VALUE | INSURED AT 60% OF REPLACEMENT VALUE |
|---|---|---|---|
| PAYABLE FOR TOTAL LOSS | $50,000 | $40,000 | $30,000 |
| PAYABLE FOR $10,000 (PARTIAL) LOSS | $10,000 | $10,000 | INSURANCE / 80% OF VALUE $\frac{\$30{,}000}{\$40{,}000}=\frac{3}{4}$<br>$\$10{,}000\,(\text{LOSS}) \times \frac{3}{4} = \$7{,}500$ PAYABLE<br>OR<br>ACTUAL CASH VALUE (REPLACEMENT COST LESS DEPRECIATION), WHICHEVER IS MORE |

ce-22

Supplement 5.1
CONSUMER EDUCATION
(transparency/article)

SOURCE: Educational & Consumer Relations Division
Insurance Information Institute, 1978

Inflation has affected the insurance consumer in a very important way--the state of his or her own preparedness for major financial setbacks. Data from the U.S. Department of Commerce show that a home built in an average community in 1970 for $25,000 would have cost about $39,000 to build in 1975 and more than $48,000 in 1978. A disastrous brush fire in 1977 in California destroyed more than 200 homes, many of which were underinsured because of rapid increase in building costs. In short, home owners who have failed to increase the amount of coverage to take rising replacement costs into account almost certainly are underinsured today. Here are some questions to ask yourself in the future if you are a homeowner:

1. Does my policy provide coverage adequate for rebuilding my house today?

   The amount of insurance on a dwelling should be based on the cost of building it today. Neither the purchase price a few years ago nor the current market value should be used as a guide.

   The home owner may wish to consult with his or her insurance representative to determine how best to estimate the replacement cost. By insuring to 100% of that value, home owners will be sure of having enough money to build a new home of the same quality should fire or other disaster strike.

   In any event, the dwelling should be insured for at least 80% of replacement value. When a house is insured to 80% or more of replacement value, the insurer will pay the full replacement cost of any partial loss without figuring in depreciation, as is usually the case in settling any insurance claim. Even at the 80% figure, a family whose $50,000 house was destroyed would collect no more than the face amount of the policy--$40,000.

   When coverage is less than 80%, insurers pay the larger of two amounts: either the replacement cost less depreciation or a portion of the current replacement value, determined by the ratio of the insurance coverage to the 80% figure.

2. Are my home furnishings and personal possessions adequately covered?

   The homeowners policy covers personal property for an additional amount equal to 50% of the amount of insurance on the house.

3. Do I need additional insurance for valuables such as furs and jewelry?

   The homeowners policy limits the coverage of losses of such items by theft to a total of $500. Special policies are available to cover such valuables.

4. Is my liability coverage sufficient?

   Homeowners policies include $25,000 personal liability coverage to protect policyholders and members of their families who live in the same house against claims by other persons. Additional liability coverage may be purchased, however.

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ADAPTED FROM: Insurance Insights. Vol. 1, No. 1, September 1978. Educational and Consumer Relations Division, Insurance Information Institute, New York, N.Y.

# PLAN FOR PROTECTION

Plan an insurance program to provide protection for one or more families below.

1. Ralph is the father of two small children, ages 6 and 4. His wife died a little over a year ago and now his parents help out with the children. Ralph keeps his own home and takes his children to his parents during the day.

2. Shelia and her husband Ron live in a rented house in the suburbs. They each own a car, which they drive to work each day. They don't plan on buying a home of their own because they prefer not having the responsibility of the upkeep. They both have decided to pursue their occupations but not to have children.

3. Elaine and Jim have been married for six years. They have one son, age 3, and are expecting a second baby soon. Elaine stopped teaching when the son was born in order to be at home. Jim has a very good job and has advanced a great deal in his work. They own two cars and are buying a home. They enjoy camping and have recently purchased a new camper.

4. Sue Davis has been divorced for two years. She has custody of her 2-year-old daughter, Sara. Sue lives in an apartment building close to where she works as a waitress in a local restaurant. She would like to move out of this neighborhood into a better one but, without the skills to obtain a better job, she cannot afford to move. A neighbor looks after her daughter while she works. She had to sell her car last year because she couldn't afford to keep it.

5. Elizabeth and Mack are both in their late 60's. They have been married for six months. This is the second marriage for each of them and they each receive social security. They have decided to move in with Elizabeth's bachelor son in order to save on expenses.

6. Stan and Pat have been married for two years. They both are attending college and working toward degrees. Stan has a part-time job, which helps with their expenses. Pat works part-time as a waitress. They live in the college's apartments for married students. Stan and Pat will graduate in about eight months and hope to find jobs in their home town. They don't own a car but hope to buy one as soon as they graduate. Pat has just found out that she is expecting their first child.

## WHAT IS A FRADULENT PRACTICE?

1. Jane needed a new muffler for her car. She chose a repair shop from the telephone directory and called for an estimate. After hearing what she needed done, the mechanic told her that the muffler would cost $40. Jane thought this sounded reasonable so she left her car to be repaired. When she returned later to pick up the car, she was shocked to find the total bill was $96. She was told the $40 estimate covered only the cost of the muffler. The total bill included installation fees, service fees, and special problems, which brought the bill to $96.

2. Bill needed a new coat. One day he saw an advertisement in the newspaper stating that a well-known name brand of coats was on sale at a local men's clothing store. Bill arrived at the store to learn that the coats were "sold out." The salesman then tried to persuade Bill to buy a more expensive coat.

3. While shopping Fred saw a sign in a drug store window which read, "New Scientific Breakthrough! Restore Lost Hair!" Fred went in and examined the display. According to the package directions, the use of this new miracle drug could help to cure baldness or restore lost hair. Fred decided to try it, but after six weeks he could see no significant change in the condition of his hair.

4. Carolyn just received her fourth and "final" notice in the mail asking for immediate payment for the records she received in the mail several months ago. She is really upset because the notice states that if the amount of $19.95 is not received within 30 days, the case will be turned over to a law firm. Carolyn did not order the records snd doesn't feel that she owes anything. She also knows it would cost a lot of postage to return them, but now she's really scared.

5. Joan trusted the salesman who came to her home every month. He was always nice and she had purchased a few things from him in the past. One day he brought her a set of pots and pans as a free gift, explaining that she was a preferred customer. She was pleased with the gift and signed the acceptance receipt the salesman gave her. She learned later that she had signed a retail installment contract. It contained terms for ten monthly payments of $12.95 each and a final payment of $15.50, making the total cost $145. To make matters worse, Joan discovered that same set of pots and pans costs $69.95 at a local department store.

# IS IT ETHICAL?

Role play one or more of the following situations and discuss.

1. Tom bought an expensive sweater at one of the leading clothing stores in town. He washed it in hot water by mistake along with his other laundry. He hated paying so much for a sweater he wore only once and ruined. Tom took the sweater back to the store and told the salesman he'd followed washing instructions but the sweater was damaged. The store replaced Tom's sweater with a new one.

2. Susan Collier is applying for social security now that she is 62. Since her husband died two years ago, she has been living on the money from her husband's insurance and interest on the savings they had accumulated. Susan must report any income she is now receiving in order to establish what she will receive. She doesn't think it's any of their business so has withheld the fact that she gets interest from a large savings account and receives $50 a week for babysitting with a neighbor's child.

3. Alice bought an outfit she had been looking at for some time. She was attending a special party at her employer's home and wanted something special to wear. She knew she couldn't afford an expensive dress and jacket and that she wouldn't be able to pay her monthly bills if she kept the outfit. She decided to wear the outfit to the party and then return it to get her money back. She figured it could do no harm. The store could simply resell the dress and no one would know.

4. Glen is a sales manager and buyer for a large department store. He was busy preparing for the biggest sale of the year. When he was checking on arrangements, he particularly noticed the perfume that should bring the store a large profit. He was well pleased when he remembered his large purchase of perfume similar to a well-known name brand. Even the name of the perfume was almost the same. Glen was sure the customers would think it was the name brand of perfune.

5. Andy is a handyman who repairs many different items for the people in the small town where he lives. He recently did a job for a new family in town. They asked him to repair a stereo and to bill them for parts and labor. Andy found that all it needed was a good cleaning and a new needle, but he changed the tubes and a few other parts. He figured the family was mainly interested in having the stereo play well and they seemed to think there was a lot wrong. He saved the old parts to use later when he needed them.

Supplement 8.1
CONSUMER EDUCATION
(bulletin board/descriptions)

# APPEALS

# ADVERTISING

# TECHNIQUES

Entertainment

Hero Endorsement

Sex Appeal

Peer Approval

Intelligence

Independence

Anxiety

Economy

Dangling Comparisons

Weasle Words

Information

Prestige

Puffery

ENTERTAINMENT--Ads are often meant to entertain but the advertiser always wants you to associate the enjoyment with the product being advertised. Think of happy times and naturally think of their product.

SEX APPEAL--You'll drive the opposite sex mad just by using this product. You'll be more of a woman or more of a man if you use Brand A.

INTELLIGENCE--You are bound to be intelligent, sensible, and able to steer clear of gimmicks if you choose this brand. You are able to make your own choices and know your own mind.

ANXIETY--If you don't use this product maybe you will have bad breath, B.O., or whatever. You may even be hurting your health or that of your family. This appeal is based on creating fear of what happens unless you use the product.

DANGLING COMPARISONS--You know from the ad that your clothes will be 100% whiter using this detergent--but you don't know what they are whiter than. Or "guaranteed results in just 10 days" leaves us wondering just what kind of results--if we stop to think about it.

INFORMATION--Informative ads are direct and to the point. They are often classified ads for cars, lawn mowers, tractors, etc.

PRESTIGE--Congratulations! You made it. You must be one of the few successful people that use the best if you use this product. Your choice of this product is testimony to your good taste.

HERO ENDORSEMENT--If your hero (or heroine) uses this product, it must be good. You can be more like your idol if you also use it. This technique is used to get to both adults and kids.

PEER APPROVAL--Use this product to be well-liked and have lots of friends and fun. You don't want to offend these people by not using their favorite product. Jump on the bandwagon! Join the gang! Everyone else already is using Brand X. Why not you?

INDEPENDENCE--You want to think for yourself, so you obviously will choose this product. You don't care what others think (or maybe your way is best). Women are the latest target for this advertizing appeal.

ECONOMY--Get this product now on sale for a limited time only. Hurry and save money.

WEASLE WORDS--The use of words such as many or some doesn't pin the company down too much on proving how many doctors recommend a product. Reporting that people claim they get relief from a product doesn't say they do. Weasle words leave an out for producers who may be unable to back their claims.

PUFFERY--This gimmick gets attention through fantasy. Everyone really knows that there is no tiger in their tank or a dove in their kitchen sink. But puffery does help people remember the product. The fantasy needs no proof.

# CAREERS

This unit is based on the definition of career as being all the useful or productive work one does over a lifetime. This work may be with or without pay. We have therefore not used career to mean a specific job or occupation because our concept of career is much broader. It includes one's paid employment but it also includes homemaking responsibilities and volunteer work. More recently, going to school has been incorporated into the career concept.

We have approached the study of career in a developmental sense. How one allocates time and effort among the various components of one's career varies at different points in time. What one does in relation to career at any one point in time affects career development--the time one spends in preparation for paid employment influences the type of job one gets as well as advancement. Women who stay out of the paid labor force until mid-life often have difficulty breaking into the labor force with the type or level of job they want.

This unit acknowledges the close relationship between career and lifestyle. How one wants to live affects the income needed, the work hours, and place of employment. Since desires may be in conflict, students learn to clarify their values, set goals, and develop plans in relation to career and lifestyle.

Students consider a variety of factors related to occupational choice--what they like to do as well as what they are capable of doing. They also consider the costs and rewards of different jobs. These costs and rewards are highly personal. What may be a reward to one person may be a cost to another. Students also study present and projected labor market demands, where certain occupations can be pursued, and preparation needed.

People change jobs as well as occupations for a variety of reasons. Students therefore learn in this unit why and how people redirect their career at various points. We think a career should produce satisfaction, hence career choices made at one point in time do not need to be set in stone.

A message that runs strongly through the Career Unit is that 90 percent of the girls in our classes will be employed for pay during a considerable portion of their lifetime. It is therefore unrealistic for most girls to think that their career will be fulltime homemaking. Many will be responsible for earning their own livelihood. It is equally unrealistic for the boys in our classes to believe that their wife will be a fulltime homemaker. Most of them will not be able to afford that luxury even if the females opt for that choice.

A concommitant message is that males should assume some homemaking responsibilities (one study showed that husbands of home economics teachers are better at this than other husbands), but on the average, husbands whose wives are employed outside the home do no more at home than those whose wives stay home. In either case, it is usually the wife who still does most of the work in the home.

Thus, we frankly attempt to expand the career expectations of both males and females in this unit--for females to pay more attention to their plans for paid employment and for males to give greater attention to the homemaking component of their career. Rigid ideas about what is man's work and woman's work limit both males and females in career development.

Area: CAREERS  Concept: MULTIPLE CAREER ROLES

Essential Competency: 1.0 The learner will define work, career, and leisure.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Decide what you consider work and what is fun by participating in Hands Up (Supplement 1.1). How did you and your classmates differ in what you consider work and play? | Supplement 1.1. Hands Up (activity list). | 1.1 The learner will compare his/her own concept of work, career, and leisure to that of other persons. |
| Write down what the term career means to you. Then look up the terms work, leisure, and career in the glossary. Compare with your idea of these terms. | | |
| Read about career and leisure. How might they relate? | Winefordner. Career Decision Making. McKnight, 1978, pp. 268-284. | |
| View transparency Work and Career (Supplement 1.1). Do all people give equal attention to the types of work shown. How might the same person differ in the time devoted to different types of work at different life stages? | Supplement 1.1. Work and Career (transparency). | |
| Find estimates of the economic value of housework. What would it cost in your family to hire everything done that family members now do? | | |
| Have a speaker from a community agency speak on the economic value of volunteer help. | | |

**Area:** CAREERS **Concept:** MULTIPLE CAREER ROLES

**Essential Competency:** 2.0 The learner will analyze the different roles one assumes within a career.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read about and discuss career patterns of adults. | Winefordner. Exploring Career Decision Making, McKnight, 1978, pp. 18-24. | 2.1 Given a case study or story describing an individual or family, the learner will identify the multiple career roles assumed by the person or persons. |
| Play the game What Role Have I Chosen? (Supplement 2.1). | Supplement 2.1. What Role Have I Chosen? (game). | |
| Complete the activity Once Upon a Time (Supplement 2.1). Males read "Prince Charming;" females read "Cinderella." After you complete the checklist and analyze your score, discuss why the idea of career has changed. | Supplement 2.1 Once Upon a Time (stories and checklist). | |
| Perform the skit "Role Metamorphosis," and identify the career roles to be assumed by each family member. Note: If this skit has been performed previously, review it prior to discussion. | Grimes. "Role Metamorphosis," Illinois Teacher, Vol. 18, No. 5 (May/June 1975), pp. 305-306, or CBE Home Management, pp. D-131 through 134. | |
| Read about role relationships and how sex roles are changing. How does this affect work? | Sasse. Person to Person. Bennett, 1978, pp. 165-188. | |

Area: CAREERS Concept: VALUES, GOALS, AND LIFESTYLES

Essential Competency: 3.0 The learner will identify motivations and satisfactions involved in work.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read about and discuss reasons people work for pay. | Kimbrell & Vineyard. Succeeding in the World of Work. McKnight, 1975, pp. 3-8.<br>Winefordner. Exploring Career Decision Making, pp. 12-14. | 3.1 Given a series of descriptions, the learner will identify major and secondary motivations for working in relation to satisfactions. |
| Break into groups and discuss why people work without pay. What would you do for pay? Without being paid? | Sasse. Person to Person, pp. 340-344. | |
| Complete the checklist Why Work? (Supplement 9.1). Indicate your sex at the top of the page. Mark each reason you would work for pay with an X. Now mark each reason you would expect your spouse to work for pay with an O. Discuss the results. | Supplement 3.1. Why Work? (checklist). | |
| Read The Myth and the Reality (Supplement 3.1). Discuss the primary reason women work. Does this reason differ from the reason men work? | Supplement 3.1. The Myth and the Reality (information sheet). | |
| Have a poster contest on meaning of work. Use quotations about work as the basis for posters. | Winefordner. Exploring Career Decision Making, pp. 75-77. | |

**Area:** CAREERS **Concept:** VALUES, GOALS, AND LIFESTYLES

**Essential Competency:** 4.0 The learner will analyze the relationship between occupation and lifestyle.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View one or more filmstrips from the series CAREER VALUES: WHAT REALLY MATTERS TO YOU? Discuss how each occupation affects the lifestyle of the person(s) involved. | Filmstrips: CAREER VALUES: WHAT REALLY MATTERS TO YOU? Guidance Associates. | 4.1 Given an occupation, the learner will predict the effects on lifestyle. |
| Divide into buzz groups and list occupations that might require:<br>- Traveling 5 days a week<br>- Shift work<br>- Frequent moves<br>- A 60-hour work week<br>- Being on call at all times<br>- Doing boring work<br>- Doing heavy work<br>- Sitting all day<br>- Standing all day<br>- Seasonal work<br>- Cultivating social contacts<br>- Doing dangerous work<br>List on chalkboard as each group finishes. Discuss the effect of each category on lifestyle. | | |
| Read about work activities, work situations, and economic influences. What effect will these have on lifestyle? Discuss the effect of the number of earners in the family on lifestyle. | Winefordner. Exploring Career Decision Making, pp. 135-167, 289-306. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Study the diagrams on pages 4-5, Succeeding in the World of Work. Discuss how each lifestyle pattern might affect one's career. | Kimbrell & Vineyard. Succeeding in the World of Work, pp. 4-5. | 4.2 Given a description of a lifestyle, the learner will predict the effects on the occupation. |
| Read the case studies Lifestyle Effects (Supplement 4.2) and discuss what effect each might have on the occupation. | Supplement 4.2, Lifestyle Effects (case studies). | |
| Compare two families described in case studies. How might the lifestyle affect the career development of each person? | Paolucci et al. Person to Person. McGraw-Hill, 1978, pp. 397, 410. | |

Area: CAREERS Concept: VALUES, GOALS, AND LIFESTYLES

Essential Competency: 5.0 The learner will describe trade-offs among personal values; personal, family, and career goals; and the satisfactions a person gains from his/her career.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View one or more filmstrips from the series CAREER VALUES: WHAT REALLY MATTERS TO YOU? What trade-offs were made among values, goals, and satisfactions? | Filmstrips: CAREER VALUES: WHAT REALLY MATTERS TO YOU? Guidance Associates. | 5.1 Given an unfinished story, the learner will complete the story and describe the trade-offs made in relation to values; personal, family, and career goals; and the satisfactions gained from the career. |
| Read the situation That's Life (Supplement 5.1). Determine the conflicts in values and/or goals. Complete each situation and describe the trade-offs made and the satisfactions you think the person(s) would gain from the career. Do others in the class agree with your conclusions? | Supplement 5.1. That's Life (situations). | |
| Choose a character from a TV story and describe how values and personal, family, and career goals affected his/her career and satisfactions derived. | | |
| Complete the Career Terms word jumble (Supplement 5.1). | Supplement 5.1. Career Terms (word jumble). | |

**Area:** CAREERS

**Concept:** CAREER CHOICES AND OPPORTUNITIES

**Essential Competency:** 6.0 The learner will analyze factors to be considered when selecting an occupation.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read and discuss Factors in Selecting an Occupation (Supplement 6.1). Role play situations that might arise from the factors. | Supplement 6.1 Factors in Selecting an Occupation (article). | 6.1 Given a list of factors, the learner will explain how each relates to selecting an occupation. |
| Make a bulletin board based on the factors to consider in selecting an occupation. | | |
| Read about worker expectations and discuss what types of employment would meet these criteria for you. | Sasse. Person to Person, pp. 356-360. | |
| View the bulletin board Career Center. Discuss whether or not sex must limit one in selecting an occupation. | Idea for bulletin board: illustrated in Seventeen at School, Feb. 1979, p. 26. | |
| Interview people of your parents' and grandparents' generations about jobs that were available in their youth that no longer exist. Discuss why these jobs no longer exist (what technological and social changes were involved). | | 6.2 Having identified several job options presently available, the learner will describe the outlook for these jobs 5-10 years hence. |
| As a class, list at least 20 jobs available today. Consult the Occupational Outlook Handbook to see what the predictions are for these jobs in 5-10 years. What is the basis for these predictions? | Occupational Outlook Handbook. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Ask a career counselor to speak to the class on shifts in the job market that have occurred in the last 10-15 years and what the projections for the next few years are. How do governmental or other incentives sometimes help develop an oversupply of workers in some fields? | | |
| Have a resource person (career counselor, State Employment Office, etc.) discuss emerging occupations. | | 6.3 Using appropriate references, the learner will identify emerging occupational opportunities or those projected to develop within 5-10 years. |
| Read about the outlook on occupation. Discuss what leads to new types of jobs. Break into groups and have a contest to see which can list the most new jobs that may emerge in the next 5-10 years. Discuss as a class which jobs identified are the most likely to develop. | Winefordner. Exploring Career Decision Making, pp. 309-317. | |
| Prepare reports from the Occupational Outlook Handbook. | Occupational Outlook Handbook. | |
| Play Where Would I Go? Write occupations specific to different geographic locations on cards. Locate on large US map. Write your name on a paper pennant. Pin to map at location where an occupation of your choice prevails. Identify other locations or occupations until everyone finds a spot. Discuss reactions to location of work. | Reference books. | 6.4 The learner will compare opportunities in the local job market with regional and national opportunities. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Compile a list of local jobs that are available. Discuss whether or not these are jobs you might choose. | | |
| Compare local want ads with those from a large metropolitan newspaper (some libraries have New York Times). | Local newspaper.<br>Large city newspaper. | |
| Discuss whether or not you would relocate if there were no jobs where you live. Would you relocate to have the type of job you want? | | |
| Read about credentials and competencies needed for occupations. | Windfordner. Exploring Career Decision Making, pp. 168-193. | 6.5 Having selected three occupations, the learner will identify the education and/or training necessary for entry into the occupation. |
| List 3 occupations in which you might have an interest. Find out what education and/or training is necessary.<br>- How much training?<br>- Where can it be attained?<br>- How much will it cost?<br>- Criteria for admission?<br>- Standards to be maintained?<br>- Any licensing requirements?<br>- Additional training or educational requirements after entry into the occupation?<br>- Any special problems? | Dictionary of Occupational Titles.<br>Occupational Outlook Handbook.<br>Information in guidance office. | |
| Interview people in each of the occupations to find out what preparation they had and where they got it. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Are there occupations that you eliminated after the research? If you emiminate all, start over in your search. Have a conference with your guidance counselor about occupational preparation. | | |

Area: CAREERS Concept: CAREER CHOICES AND OPPORTUNITIES

Essential Competency: 7.0 The learner will relate his/her interests, values, capabilities, and commitment to occupational preparation to different occupational choices.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read about understanding yourself in relation to occupational choices. Then prepare a portfolio identifying your values, interests, capabilities, and a statement of how much and what kind of occupational preparations you are committed to acquiring. Your career counselor may help you compile this information, or complete tests and checklists in the next column. Note: You may already have completed some tests. If so, add to the portfolio. | Winefordner, Exploring Career Decision Making, pp. 54-87, 114-131, 194-223.<br>Sasse. Person to Person, pp. 361-364.<br>Kimbrell & Vineyard. Succeeding in the World of Work, pp. 82-97.<br>Kimbrell & Vineyard. Activities for Succeeding in the World of Work, pp. 83-117.<br>Perres et al. Careereach, McKnight, 1976, p. 11.<br>or<br>Wheeler & Perres. Job Search, Seizure, Survival, p. 10.<br>Self-appraisal for Decision Making and Career Planning. Center for Vocational Education, 1974, pp. 48-49. | 7.1 Having assessed his/her interests, values, capabilities, and commitment to occupational preparation, the learner will analyze several occupational choices in relation to these factors. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Identify 2 or 3 occupations you have considered. Interview people in these jobs and look up information about the occupations. Then match your personal characteristics and desires with job requirements and conditions. Ask a counselor or teacher to review your analysis. | Kimbrell & Vineyard. Succeeding in the World of Work, pp. 98-103.<br>Kimbrell & Vineyard. Activities for Succeeding in the World of Work, pp. 121-135.<br>Perres & Wheeler. Careereach, pp. 14-21.<br>Winefordner. Career Information System Guide, McKnight, 1978, pp. 978.<br>Winefordner. Worker Trait Group Guide, McKnight, 1978.<br>Winefordner. School-Subject Occupation Index, McKnight,1978.<br>Dictionary of Occupational Titles<br>Occupational Outlook Handbook. | |
| Determine the costs and rewards of the occupations you studied. | Self-Appraisal for Decision Making and Career Planning, pp. 58-64. | |
| View the filmstrip Creating a Career and discuss in relation to your present feelings about your career. | Filmstrip; Creating a Career. McKnight. | |

**Area:** CAREERS **Concept:** EMPLOYABILITY

**Essential Competency:** 8.0 The learner will analyze factors related to employability.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Read about what employers look for in hiring people. Discuss these employer expectations. | Kimbrell & Vineyard. Succeeding in the World of Work, pp. 46-48.<br>What Employers Want. SRA Guidance Series. | 8.1 Given qualifications of job applicants, the learner will analyze the desirability of employing each applicant. |
| Ask the personnel director from a business to discuss what he or she considers desirable qualities in an employee. | | |
| Write reference letters for classmates. Select several students to role play the part of employer to review these letters and decide whether or not the applicant would be hired. | | |
| Discuss Reference Letters (Supplement 8.1) and other ways employers make judgments about applicants. Who would you hire? | Supplement 8.1. Reference Letters.<br>Kimbrell & Vineyard. Activities for Succeeding in the World of Work, pp. 51-52. | |

**Area:** CAREERS **Concept:** EMPLOYABILITY

**Essential Competency:** 9.0 The learner will develop a personal plan for becoming employable.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Complete "A Checklist About Me" by Harms. | Sasse. Person to Person Student Guide. Bennett, 1978, pp. 15-20.<br>or<br>Illinois Teacher. Nov./Dec. 1973, pp. 79-82. | 9.1 Having assessed his/her own employability, the learner will develop a plan for increasing his/her employability. |
| Complete "Could I Get A Job." | Illinois Teacher. Nov./Dec. 1973, pp. 93-97. | |
| Play the game "Highway to Job Success." | Illinois Teacher. Nov./Dec. 1973, pp. 98-100. | |
| Develop a summary of your assets and liabilities in relation to your employability. Add to your portfolio. | | |
| With your teacher or counselor, develop a plan for increasing your assets and decreasing or overcoming your job liabilities. Plan when certain things should be accomplished to increase your employability. | | |
| Make the bulletin board Who Would You Hire? (Supplement 9.1). | Supplement 9.1. Who Would You Hire? (bulletin board). | |
| Participate in a grooming workshop conducted by a local hair stylist or unisex beauty consultant. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Have a panel of personnel managers for different kinds of occupations discuss getting ahead through clothing and appearance.<br>Role play acceptable and unacceptable character traits, grooming, and dress for selected occupations. | | |

700

**Area:** CAREERS **Concept:** SECURING EMPLOYMENT

**Essential Competency:** 10.0 The learner will describe and use skills related to securing employment.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Ask 5 people how they found out about their present job and read to discover other information sources. | Pyrczak. Survival Skills in the World of Work. Walch, No. 7.<br>Kimbrell & Vineyard. Succeeding in the World of Work, pp. 23-27.<br>Wheeler & Perres. Job Search, Seizure, Survival, pp. 14-35.<br>Winefordner. Exploring Career Decision Making, pp. 88-113, 388-392. | 10.1 The learner will identify sources of information about job availability. |
| Identify several sources of information about jobs. Divide into teams and see what job openings you can discover. Report to the class. Which sources yield the largest number of jobs? How does the type of job differ that you find out about from different sources? | | |
| Discuss sex differences in methods of seeking jobs (some studies indicate that males are more likely to seek help from family contacts and friends). How might this influence the type of job obtained? | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Find job announcements in classified ads and other sources. Complete exercises in the worksheets listed. | Classified ads-Newspaper<br>Pyrczak. Survival Skills in the World of Work. No. 1-6. | 10.2 The learner will interpret job qualifications. |
| Break into groups and take turns explaining ads announcing jobs to the group. List the questions you would want to ask if the information is not included. | | |
| Read tips on completing applications, writing letters applying for a job, and résumé writing. | Kimbrell & Vineyard. Succeeding in the World of Work, pp. 30-41. | 10.3 The learner will complete an application form for a job. |
| Complete application forms for a job. Have these reviewed by classmates. | Pyrczak. Survival Skills in the World of Work, No. 11-13.<br>Kimbrell & Vineyard. Activities for Succeeding in the World of Work, pp. 31-38. | |
| Write a résumé and a job application letter. Have these reviewed and revise as needed. | Pyrczak. Survival Skills in the World of Work, No. 17-18. | |
| Read to find out what makes a good impression during a job interview. | Kimbrell & Vineyard. Succeeding in the World of Work, pp. 42-49.<br>Wheeler & Perres. Job Search, Seizure, Survival, pp. 46 & 49.<br>Winefordner. Exploring Career Decision Making, pp. 399-404. | 10.4 The learner will demonstrate ability to interview for a job. |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Compare the two situations described in Becoming an Office Worker (Supplement 10.4). | Supplement 10.4. Becoming an Office Worker (case studies). | |
| Complete worksheets on job interviews. | Pyrczak. Survival Skills in the World of Work, No. 14,15,16. | |
| Listen to the tape from Employment Interview Activity Pack. Rate the interviews using forms provided and discuss each interview. | Tape & Spirit Masters: Dostal. Employment Interview Activity Pack. J. Weston Walch. | |
| or | | |
| View the filmstrip from Preparing for an Interview and complete suggested activities. | Filmstrip: Preparing for an Interview. J.C. Penney. | |
| Role play job interviews. Use questions from Self-Appraisal for Decision Making and Career Planning. Rate the person being interviewed using one of the forms listed. | Self-Appraisal for Decision Making and Career Planning. Center for Vocational Education, pp. 70-71.<br>Wheeler & Perez. Job Search, Seizure, Survival, p. 47.<br>Kimbrell & Vineyard. Activities for Succeeding in the World of Work, p. 53. | |
| Discuss the intended meaning of typical interview questions. | Wheeler & Perez. Job Search, Seizure, Survival, p. 45. | |
| Ask a lawyer to discuss discrimination in hiring and what things employers are not supposed to ask. Discuss how to handle situations. | | |

**Area:** CAREERS **Concept:** CAREER DEVELOPMENT

**Essential Competency:** 11.0 The learner will trace career development patterns over the span of a lifetime and determine factors contributing to differences.

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| View the bulletin board It Takes A Lifetime (Supplement 11.1). Then read to find out more about what each stage in career development involves. | Supplement 11.1 It Takes A Lifetime (bulletin board).<br>Kimbrell & Vineyard. Succeeding in the World of Work, pp. 264-266. | 11.1 Given case studies showing career development patterns over a lifetime, the learner will analyze differences in how careers of the persons have developed. |
| Play the simulation game I Could Have Been... (Supplement 11.1). What factors sometimes shape someone's career as a young adult? | Supplement 11.1 I Could Have Been... (simulation game). | |
| Read the case studies of the three men. Trace how each man's career developed. How and why did they differ? | Kimbrell & Vineyard. Succeeding in the World of Work, pp. 267-272. | |
| Invite a panel of women with different career backgrounds to discuss how their careers have developed over time. How do these patterns differ from those of males? What factors affect a female's career development? | | |
| View the filmstrip from CAREER DEVELOPMENT and perform the activities in the kit. | Filmstrip Kit: CAREER DEVELOPMENT. J. C. Penney. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Help construct a bulletin board *Climb the Occupational Ladder* showing the levels of jobs from entry level to top positions for several occupations. Some examples may be found in references listed but you may develop others. Discuss how high *you* would want to climb. | Sasre. *Person to Person*, pp. 364-385.<br>Paolucci et al. *Personal Perspectives*. McGraw-Hill, 1978, pp. 180-186, 256-264, 357-364. | 11.2 Having identified tentative personal career goals for different points in time, the learner will predict the likelihood of achieving these goals and identify factors that might influence their achievement. |
| List in order of your preference, 3 jobs or professions in which you hope to be working 5 or 6 years from now. | | |
| List the factors that might affect or influence your predicted job or professional achievement. | | |
| Determine your personal career goals for different points in time. Draw a line on a blank sheet of paper representing your past, present, and future. Identify where you are today and where you expect to go during your lifetime. | | |
| Using the above life line, place a check above goals which you think you can achieve. Place an X or question mark (?) above goals you think you may not achieve. List factors that might affect whether or not you can achieve your goals. | | |
| Assess your career goals using the "Wheel of Reality" and take the Self-test in *Activities for Succeeding in the World of Work*. | Perres & Wheeler. *Careereach*, pp. 22-47.<br>Kimbrell & Vineyard. *Activities for Succeeding the the World of Work*, pp. 140-141. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Divide into groups and prepare statements about what is meant by success. Write on sheets of paper with marking pen and post. Read and compare. | | 11.3 The learner will identify attitudes, activities, and commitments that enhance career advancement. |
| Read about and discuss how human relations on the job affect success. | Kimbrell & Vineyard. Succeeding in the World of Work, pp. 104-111.<br>Kimbrell & Vineyard. Activities for Succeeding in the World of Work, pp. 137-139.<br>Pyrczak. Survival Skills in the World of Work, No. 22.<br>Sasse. Person to Person, pp. 347-351. | |
| Take "As I See It" from Success Core and/or "Determining Your Potential Success" from Activities for Succeeding in the World of Work as a pretest. Discuss your answers. | Nelson & Perrez. Success Core, pp. 5.<br>Kimbrell & Vineyard. Activities for Succeeding in the World of Work, p. 140. | |
| Break into groups and prepare short reports on success factors. Complete worksheets individually. | Nelson & Perrez. Success Core, pp. 6-49.<br>Sasse. Person to Person, pp. 352-356. | |
| Play the "Darts-Dice Game" and discuss the four methods of achieving success. | Self-appraisal for Decision Making and Career Appraisal. pp. 23-29. | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Role play the following situations:<br>- You thought you were well established in a career but lost your job because the company went out of business.<br>- You have been a full-time homemaker but your spouse just asked for a divorce.<br>- Everyone says you have such a good job but you simply can't stand to think of doing this the rest of your life.<br>- You are in a dead-end job. There are too many ahead of you to work yourself into something different with this company. | | 11.4 The learner will identify reasons for career redirection and determine ways that redirection can be accomplished. |
| Discuss how you might redirect your career in each situation. (Look up redirect/redirection if you need to.) Also discuss how the idea of career ladders and lattices is involved. Look up information about these in various references you have used. | Paolucci. Personal Perspectives, p. 97. | |
| Read and discuss case studies of people who redirected their careers(Supplement 11.4). | Supplement 11.4. Now Where? (case studies). | |
| Have a resource person who has made a major change in career direction talk to your class about reasons, procedures, and outcomes. | | |

| Activities | Instructional Materials | Evaluation |
|---|---|---|
| Make a chart Where Can I Go? listing agencies and services they provide to help in redirecting a career. | | |
| View the filmstrip Aging and discuss how career redirection is accomplished in later years. What makes redirection a success? | Filmstrip: Aging. THE LIFE CYCLE. Merit A-V. | |

## SUPPLEMENTS - CAREERS

NO./TITLE PAGE

1.1 Hands Up . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . c- 2

1.1 Work and Career . . . . . . . . . . . . . . . . . . . . . . . . . . c- 3

2.1 What Role Have I Chosen? . . . . . . . . . . . . . . . . . . . . . . c- 4

2.1 Once Upon a Time . . . . . . . . . . . . . . . . . . . . . . . . . . c- 5

3.1 Why Work? . . . . . . . . . . . . . . . . . . . . . . . . . . . . . c- 9

3.1 The Myth and the Reality . . . . . . . . . . . . . . . . . . . . . . c-10

4.2 Lifestyle Effects . . . . . . . . . . . . . . . . . . . . . . . . . c-13

5.1 That's Life . . . . . . . . . . . . . . . . . . . . . . . . . . . . c-14

5.2 Career Terms . . . . . . . . . . . . . . . . . . . . . . . . . . . . c-17

6.1 Factors in Selecting an Occupation . . . . . . . . . . . . . . . . . c-19

8.1 Reference Letters . . . . . . . . . . . . . . . . . . . . . . . . . c-21

9.1 Who Would You Hire . . . . . . . . . . . . . . . . . . . . . . . . . c-23

10.4 Becoming an Office Worker . . . . . . . . . . . . . . . . . . . . . c-24

11.1 It Takes A Lifetime . . . . . . . . . . . . . . . . . . . . . . . . c-26

11.1 I Could Have Been... . . . . . . . . . . . . . . . . . . . . . . . . c-27

11.4 Now Where? . . . . . . . . . . . . . . . . . . . . . . . . . . . . . c-28

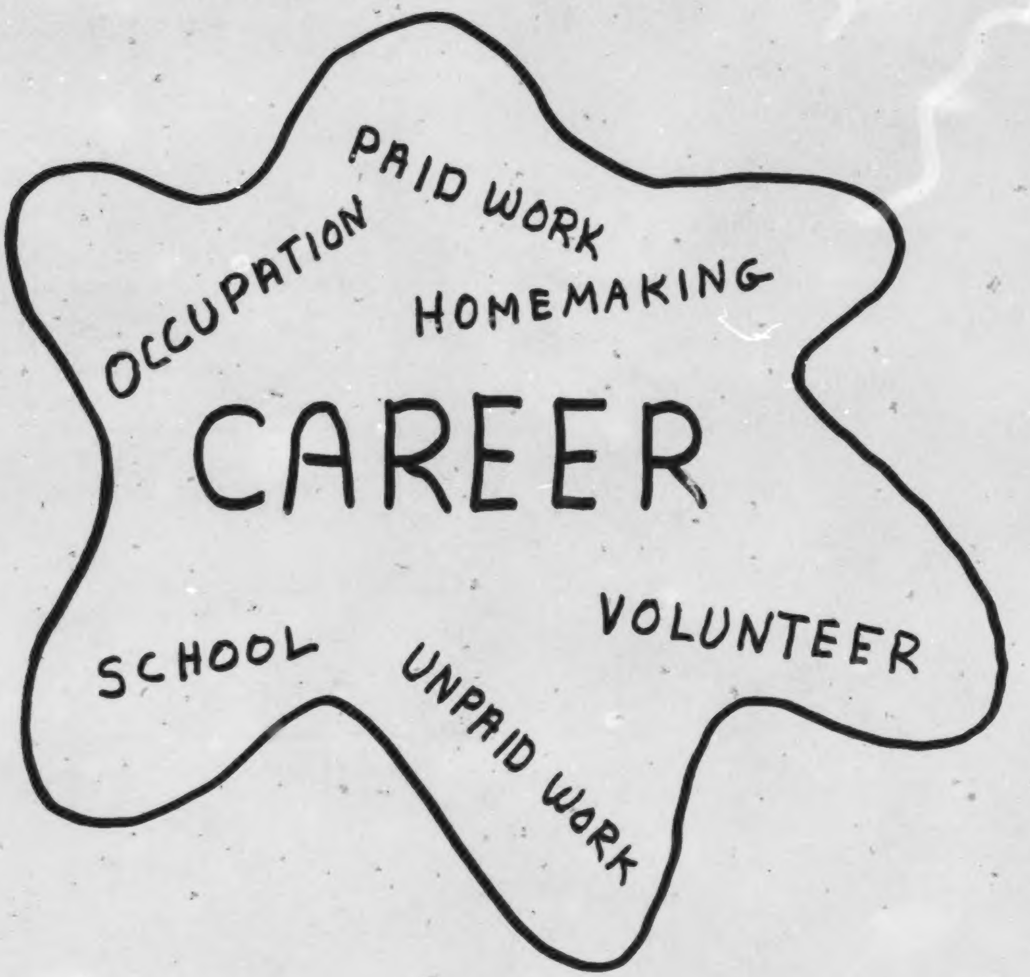
# HANDS UP

Decide what is work and what is fun. As the teacher or group leader reads each activity, hold up your right hand if it is work to you. Hold up your left hand is it is an activity you would do for fun. Clasp both hands over your head if you consider it both work and fun. Tally responses for the class

| | Work | Fun | Both |
|---|---|---|---|
| 1. Make a poster | | | |
| 2. Construct a toy | | | |
| 3. Make a garment | | | |
| 4. Bake a cake | | | |
| 5. Repair a lawn mower | | | |
| 6. Go bowling | | | |
| 7. Play golf | | | |
| 8. Fight fires | | | |
| 9. Change oil in car | | | |
| 10. Plan a party | | | |
| 11. Paint a room | | | |
| 12. Lead a scout troop | | | |
| 13. Conduct a fund raising activity | | | |
| 14. Take some kids on a picnic | | | |
| 15. Talk on telephone | | | |
| 16. Compose a letter | | | |
| 17. Plant a garden | | | |
| 18. Write a poem | | | |
| 19. Drive a car | | | |
| 20. Go shopping | | | |

Supplement 1.1
CAREERS
(transparency)

# WORK and CAREER


PAID WORK
OCCUPATION
HOMEMAKING
CAREER
SCHOOL
VOLUNTEER
UNPAID WORK

ONE'S CAREER TAKES MANY FORMS.

IT INCLUDES ALL THE USEFUL OR PRODUCTIVE WORK ONE DOES OVER A LIFETIME.

WORK BENEFITS YOU AND/OR OTHERS.

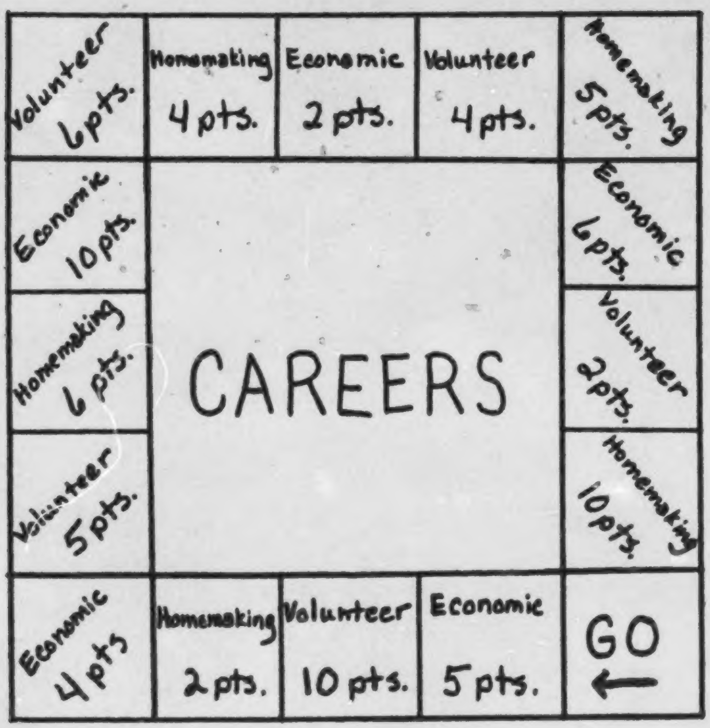
Supplement 2.1
CAREERS
(game)

## WHAT ROLE HAVE I CHOSEN?

**Materials:** One game board for each group of 2-6 students; a minimum of 6 different colors of buttons; paper for score sheets; dice.

**Preparation:** Prepare game boards from poster paper using colorful markings. Mark off the board as shown in the example below and label each block by category and number of points.

**Play:** The game will accomodate from 2 to 6 players. Each player chooses a different color button to use as a marker. Each player keeps his/her own score on a separate paper. Each player will move around the board by throwing a die to determine the number of spaces he/she must move. The player earns the number of points indicated on that space if the player can correctly name a career role that is appropriate for that category. The categories are Economic Roles; Volunteer Roles; and Homemaking Roles. The players keep a list of roles named so they will not be repeated. If the player is unable to name a career role from the category, play moves to the next person. The first player to obtain 50 points and have points from each of the three main categories is the winner.


Volunteer 6pts.
Homemaking 4 pts.
Economic 2 pts.
Volunteer 4pts.
Homemaking 5pts.
Economic 10pts.
Economic 6pts.
Homemaking 6 pts.
CAREERS
Volunteer 2pts.
Volunteer 5pts.
Homemaking 10pts.
Economic 4pts
Homemaking 2 pts.
Volunteer 10 pts.
Economic 5 pts.
GO ←

Supplement 2.1
CAREERS
(stories & checklists)

## ONCE UPON A TIME

Procedure:

Distribute one copy of either the "Cinderella" or "Prince Charming" story (depending upon sex) to each student. Depending on the students reading level, the story may be read aloud to the class, or silently by each student.

After students have read the story they should complete the checklist by checking off each item applicable to them.

When completed, ask students for their interpretation of their responses. Then read and discuss the scoring.

Scoring: Females

If you checked items 1, 5, 10, 15, 20 and 25 you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that 9 out of 10 high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. Wake-up! Prince Charmings are hard to come by and, even if you find one, he may not reamin charming for ever and ever. You need to start giving serious thoughts to the job training available to you in high school and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked items 3, 7, 9, 14,18, 21 and 23 you are probably very capable of managing a home but you do not think you will have to work once you are married. How wrong you are! Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. Be sure to explore them all!

If you only checked items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22 and 24 you have explored traditional sterotypes (Yea!) and may find yourself capable of handling certain jobs. However, you do not think you will have to manage a home. You've given your future some thought but you still have to do some more thinking. You need to give serious thought to learning how to take care of yourself.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family, and career life. Congratulations!

Scoring: Males

If you checked items 1, 5, 10, 15, 20 and 25 you are expecting to slip the glass slipper on a women's foot someday and then live happily every after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you don't believe in glass slippers so what are you waiting for? You realize that women have as much need for a career as men so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and women but action speaks louder than words. Consider enrolling in a cooking or child care course.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 - let's hear it for you. You are ready to take on the world. You know about all kinds of high school training including home economics. You cannot only handle a job but will be able to take care of yourself. You realize that if you choose to be with a woman she will probably have a career too. You are on your way to being a liberated man. Congratulations!

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SOURCE: C. J. Farris. Expanding Adolescent Role Expectations, 1978. (Adapted from Equal Education project, Center for Human Resources, University of Houston, 1976.)

## Cinderella

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother, and was responsible for all the cooking, cleaning, and other chores around their home. Although it was a modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check (✓) off each item that applies to you.

______ 1. Graduating from high school is not important.
______ 2. I'm not afraid to be the only girl in any class.
______ 3. I know how much money it takes to feed a family of four for a week.
______ 4. I stand up for myself.
______ 5. I think woman's place is in the home.
______ 6. I have career plans.
______ 7. I can wash clothes.
______ 8. I am informed about EEOC.
______ 9. I can raise children.
______ 10. I cannot manage money.
______ 11. I demand equal pay for equal work.
______ 12. I read newspapers and news magazines.
______ 13. I can list 20 different jobs open to women.
______ 14. I can cook.
______ 15. I prefer love stories and movie magazines.
______ 16. I have investigated all high school job training courses including woodworking and welding.
______ 17. I can fix a flat tire.
______ 18. I know how to care for a baby.
______ 19. I know about apprenticeship programs.
______ 20. I don't worry about the future.
______ 21. I can sew.
______ 22. I plan to have a skill before marriage so that I can always get a job.
______ 23. I can clean.
______ 24. I think I can do any job a man can do, as long as I receive the proper training.
______ 25. I expect to marry and expect my husband to be the breadwinner.

## Prince Charming

Once upon a time there lived a fine young man named "Prince Charming." He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never had to do "castlehold" tasks; those were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adverturesome and brave. Eventually the Queen felt that Prince Charming should find himself a young woman to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful but took care of the castle. After all, she had been responsible for all the cooking, cleaning and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check (✓) off each item that applies to you.

______ 1. I expect to be the sole breadwinner of my family.
______ 2. I can cook.
______ 3. I would teach my daughter or sister how to work on a car.
______ 4. I have investigated all high school job training courses including child care and nursing.
______ 5. I feel financial matters are best handled by a man.
______ 6. I know how much money it takes to feed a family of four for a week.
______ 7. I would allow my son to play with dolls.
______ 8. I can sew.
______ 9. I see girls as people not sex objects.
______ 10. I feel women belong in the home.
______ 11. I iron my own clothes.
______ 12. I can raise children.
______ 13. I know how to care for a baby.
______ 14. I'm not afraid to be the only guy in any class.
______ 15. I see women as lovely things to be admired for their beauty.
______ 16. I can clean.
______ 17. I plan to have a career outside of the home.
______ 18. I plan to learn to take care of myself even if I marry.
______ 19. I can cry and show emotions.
______ 20. I feel women should raise children.
______ 21. I feel women have as much of a need and right to a career as men do.
______ 22. I open doors for women because they need help.
______ 23. I recognize that most differences in the behavior of men and women are learned.
______ 24. I feel comfortable going out with an intelligent girl.
______ 25. I hope to marry and have a wife to stay home and take care of me.

Supplement 3.1
CAREERS
(checklist)

## WHY WORK???

Check one: Male ______ Female ______

Check each block at the left that indicates when you would work for pay as a young adult. Check each block at the right to show when you would expect your spouse to work for pay (if you were to marry).

| You would work. . . | | You expect spouse to work. . . | |
|---|---|---|---|
| | 1. To support the family completely. | | 1. To support the family completely. |
| | 2. To add to the family's income in order to buy what the family needs. | | 2. To add to the family's income in order to buy what the family needs. |
| | 3. To add to the family's income in order to decrease the family's worry about money. | | 3. To add to the family's income in order to decrease the family's worry about money. |
| | 4. To add to the family's income in order to have more things which are not really needed. | | 4. To add to the family's income in order to have more things which are not really needed. |
| | 5. To have income for yourself which you can spend as you like. | | 5. To have income for yourself which you can spend as you like. |
| | 6. To get away from home. | | 6. To get away from home. |
| | 7. To use special training which is in demand. | | 7. To use special training which is in demand. |
| | 8. Everyone else does it. | | 8. Everyone else does it. |
| | 9. To not be lonely. | | 9. To not be lonely. |
| | 10. To have something interesting to do. | | 10. To have something interesting to do. |
| | 11. To do something you like. | | 11. To do something you like. |

ADAPTED FROM: Checklist by Ruth Harms in Illinois Teacher, May/June 1971, p.231.

Supplement 3.1
CAREERS
(article)

## THE MYTH AND THE REALITY

| The Myth | The Reality |
|---|---|
| A woman's place is in the home. | Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home.<br>Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives. |
| Women aren't seriously attached to the labor force; they work only for extra pocket money. | Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.[1] |
| Women are out ill more than male workers; they cost the company more. | A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men. |
| Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted. | A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. |

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[1] The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

| The Myth | The Reality |
|---|---|
|  | Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.<br>Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2. |
| Married women take jobs away from men; in fact, they ought to quit those jobs they now hold. | There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.<br>Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses. |
| Women should stick to "women's jobs" and shouldn't compete for "men's jobs." | Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2. |
| Women don't want responsibility on the job; they don't want promotions or job changes which add to their load. | Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million |

| The Myth | The Reality |
|---|---|
| | women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories. |
| The employment of mothers leads to juvenile delinquency. | Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.<br>These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. |
| Men don't like to work for women supervisors. | Most men who complain about women supervisors have never worked for a woman.<br>In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.<br>In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors. |

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SOURCE: Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington, DC, Rev. 1974.

## LIFESTYLE EFFECTS

1. Barry is a 30-year old bachelor. He is currently employed as a mechanic and hopes to own his own garage someday. His boss admits he is a good mechanic, but complains because he misses work so much. The thing is, Barry is crazy about racing cars. He has a racing car he works on in his spare time, but when the racing season starts, Barry often stays home on days he is supposed to work in order to get ready for a race. Then he says he has to leave by noon Friday to get there. He sometimes makes it to work on Monday but is so worn out from the weekend that he doesn't get much done.

2. Marcy wants to be chief buyer in the exclusive dress shop where she works. She doesn't see why the chief buyer makes so much more money than she does as assistant buyer. Marcy has passed up two chances recently to go on buying trips. Her husband Tom hates to have her gone when he comes home. As it is, she manages to get home enough before he does so that she has dinner prepared and the table set nicely. She doesn't want her job to interfere with the niceties of life. Marcy and Tom entertain frequently. Tom says it's important to his work, and Marcy takes pride in being an excellent hostess.

3. John is a family man who feels his responsibilities. He and his wife Nancy have four children. Nancy is a fulltime homemaker. She worked as a secretary before the children started arriving, but now they both think she should stay home since Tommy is still a baby and Susie is not yet in kindergarten. Johnny is in the fourth grade and Nan is a second grader. John is an accountant but has not taken his CPA exam. There never seems to be a chance to study for it with four kids around. He earns a moderate salary that buys the necessities of life but not much extra. He knows he could probably double his earnings if he passed his CPA exam and took a job with one of the new coal companies. He's not sure how secure the job would be though, and with six people to feed, he doesn't feel he can take the risk.

4. Connie has been divorced for a year now. She has custody of her four-year old son Jimmie. She is getting child support, but instead of alimony, the judge said Jim would have to pay for her finishing her degree so that she would be economically independent. She enrolled in college this fall in the journalism program. She had completed two years of college before her marriage so has most of the general requirements out of the way. Connie finds it difficult to adjust to the demands of the program now. She has been dating a good bit the last few months and can't always get awake in time to pick up the baby sitter and make it to her 9:00 o'clock class. She also has one evening class she frequently misses when she has the chance to go out. Her mother chides her even though she willingly keeps Jimmy when Connie wants to go out. Her mother points out that finding a new husaand isn't really the solution. She should know--she had three but is on her own again now.

Supplement 5.1
CAREERS
(case studies)

# THAT'S LIFE

1. Bud is a hard working father of two children. He and his wife Mary have a lovely home but he is seldom home to enjoy it. Bud is 33 and has always heard that to really reach the top, men must have really moved ahead by the time they are 35. Bud thrives on the competition and keeps telling Mary that if they hold on a little longer to the frantic schedule, he may make it yet. Mary isn't sure it's worth it. What good is having all the things money can buy anyway if she and the children never see him? Besides, she has seen what has happened to the marriages of his business associates. The children don't seem to pay that much attention to whether he's home or not. This concerns Bud when he stops to realize what is happening.

2. Sally gave up a promising position when she and Bill got married. They both wanted children right away and hated the thought of the hassle with child care arrangements. Now Sally is finding that taking care of three young children isn't all it's cracked up to be. She loves the children and wants to be there while they are small, but she realizes that she is getting away from her job so far it will be hard to go back. She sometimes thinks of the ground she is losing--her friends who are still there have had several promotions since she left. If she ever goes back, she'll be running errands for them.

3. Henry went into business with his dad when he got through school. In fact, he dropped out of college in his last year because of his dad's poor health. Henry had worked there since he was just a kid, so he was able to pick up the reins of their wholesale business fairly well. He enjoyed meeting people and liked the responsibility. The business has prospered and he clears enough so that he and Connie live quite comfortably. His parents also reap the reward of what his dad worked so hard to get started. Now, after 20 years of this, Henry feels rather strangled with the responsibility and being constantly tied down. He wishes he had had the chance to do something else for a while. He doesn't feel as if he can just walk away from such a profitable business, but there is no challenge left. He has faced them all.

4. Nancy fell in love with Jack when they were both in college. When Jack finished his pre-med, they got married. Nancy quit school and went to work. Med school is a long expensive proposition and her salary would help. She worked all the time that he was in school and getting established in practice. She quit her job when Jack accepted a position in a health clinic and they had to move. They have bought a house but Nancy finds all the decisions about furnishings are hers. She likes being able to be home to do all the things she always associated with homemaking, especially after having to try to keep their household running some way after putting in a full day's work. Jack never had any free time at all in school to help. She takes great pride in the fact that she was able to help Jack finish school, but feels as if she has lost her own identity since she is constantly introduced as "the new doctor's wife."

5. Sam is a construction worker and earns good money when he works. The problem is that he must be away for several months at a time when he is on a job. Then there are times when no construction is going on. He enjoys the activity--he knows he couldn't stand being confined in an office. It gets tough sometimes in some of the weather they have to work in. His first marriage broke up. His ex-wife said Sam was gone too much. He remarried last year. His present wife, Anne, understands about his work. They live in an apartment while they build a house--how soon they finish it depends on how much time Sam has between jobs. Anne works in a bank. She decided to continue work after their marriage. Anne didn't want to follow Sam on the job and live out of a suitcase all the time, but neither of them like being separated when he is working.

6. Marti loves her job but finds that she is exhausted at the end of the day. Harold's job is equally as interesting. Although he arrives home in better shape than Marti, he nearly always carries something home to finish. Their evenings might be described as dull by most people and they tend to do the absolute minimum housework within the apartment. They really hate for people to drop in on week nights--everything is always such a mess. Neither feel like doing anything about it though. Saturday is a short work day, so they manage to whip their apartment back into some semblance of order. They usually don't feel like going anywhere on Saturday night after this. They are more likely to fix popcorn and sit around and read or watch TV. They do manage to see friends and family on Sunday. They like people and sometimes think that maybe they should pay more attention to their social life. If they have an invitation during the week, they still decide they would rather stay home.

7. Ted Moore is bored with his factory job but earns good money and can forget the job when he goes home. He and his wife Jane have three children so the money is important. Jane is a cashier at a supermarket. She enjoys seeing people but gets tired of being on her feet all day. She is also glad to be able to forget the job when she goes home. The children are now in junior and senior high school. The children have lots of school expenses but are good about helping around home. Janie and Tom usually have dinner started when Ted and Jane get home. Jeff cleans the kitchen after dinner. The Moores always have some family projects going--working on the boat or sometimes they just play games. They have fixed up the basement as a family project. Nearly every evening one of the children's friends or one of Ted and Jane's friends drop by. They all enjoy this even if things get a bit noisy at times.

8. Karen is a typist for a small manufacturing company. Since the office is near the production area, the noise level is high enough that it bothers the other typists. The noise does not interfere with Karen's work. She has been deaf all her life. What she doesn't like is the hours and location. She has to be on the job at 7:00 a.m. and the bus ride to get there takes 45 minutes. Since she likes to stay up late and is really pretty sluggish early in the morning, getting up so early presents a real problem. Still she likes the people she works with and earns more than she might elsewhere. For these reasons, she has stayed with this job longer than she has any previous job.

9. Harold shut the alarm off and called his wife Janice before going to put on the coffee. Janice was up a couple of times with the kids during the night so is sleepy this morning. She hates having to go to work this morning. Five-year old Hank has a bad cold so she will have to call Mrs. Morgan to come stay with him today. Then she will drop Mike off at nursery school on the way to work. Janice's neighbor picks Mike up at noon and usually gets Hank from the kindergarten at 2:00 p.m. Child-care services get expensive and they can't trade services with neighbors. Harold and Janice decided it would be better to do this so Janice could continue with her job. She is in a highly competitive business and they know being out of the job market for several years would really hamper her advancement. As it is, they have heavy expenses for child care and other household help. They would be as well off right now if Janice stayed home, but she will have a much better position in five years if she continues on the job now. Even so, she hates to go to work when one of the kids is sick. She knows Hank is not seriously ill, but feels a little guilty leaving him today.

Supplement 5.2
CAREERS
(word jumble)

## CAREER TERMS

**Directions:** Unscramble the letters in each of the following word jumbles. These letters when unscrambled form words related to career planning.

| | | |
|---|---|---|
| 1. | ☐☐○☐☐☐☐☐ | SEICGNEA |
| 2. | ○☐☐☐☐☐☐☐☐☐ | NMTOTOVIAI |
| 3. | ☐☐☐☐○☐☐☐☐☐ | OUATPICONC |
| 4. | ☐☐☐○☐☐☐☐ | YEEPMORL |
| 5. | ☐○☐☐ | KORW |
| 6. | ☐☐☐☐☐○☐☐ | EPMEYOEL |
| 7. | ☐○☐☐☐☐ | RERECA |
| 8. | ☐☐☐☐☐☐☐○☐☐ | OLMYLBEPAE |
| 9. | ☐☐☐○☐☐☐☐☐☐☐ | TRNIEROCEDI |
| 10. | ☐☐○☐☐ | OLSRE |
| 11. | ☐☐○☐☐☐☐ | SIRUELE |
| 12. | ☐☐○☐☐☐☐☐☐☐☐☐☐ | TSIASNOISAFCT |
| 13. | ☐☐☐☐☐☐○☐☐ | FLSITEELY |

Now arrange the circled letters to form the surprise answer, which refers to a condition many people strive to achieve.

☐☐☐☐☐☐☐☐☐☐☐☐☐

Supplement 5.2 (cont.)
CAREERS - Career Terms
Page 2

ANSWER:

Related words:
1. Agencies
2. Motivation
3. Occupation
4. Employer
5. Work
6. Employee
7. Career
8. Employable
9. Redirection
10. Roles
11. Leisure
12. Satisfactions
13. Lifestyle

Key Concept: Employability

Supplement 6.1
CAREERS
(discussion sheet)

## FACTORS IN SELECTING AN OCCUPATION

There are several factors to consider in selecting an occupation. Ignoring one of these factors may lead you to an unrealistic or unhappy choice.

Factor 1--You. What are your personal characteristics, attitudes, interests, and aptitudes in relation to different occupations? You may have interest in a particular occupation but not have the physical strength or aptitude to succeed in that job. Consider all of your personal characteristics and abilities before making the decision.

Factor 2--The Job. What do performing the job and working conditions entail? Even though you may have the ability to do the job, you may find the work boring, too nerve racking, or too demanding to suit your taste. Where and under what circumstances the work is performed must also be considered. Perhaps you won't like working outside in all kinds of weather or can't stand being confined.

Factor 3--Training. How much preparation is required for the occupation? Does this match what you are willing to get or can afford? If not, look for another occupation--perhaps something involving many of the same activities.

Factor 4--Geographic Mobility. Where do you want to live or are willing to go? If you want to stay in your home area, look around for what is available there. If you have a specific occupation already in mind, consider where you might have to live to pursue it. Some jobs are found only in big cities, others near where specific natural resources are located, etc. Still other jobs require frequent moves.

Factor 5--Employment Outlook. What is the present and projected demand for workers in the occupation? Even though there is a demand at present, try to determine what the liklihood is that the demand will still exist by the time you have completed the training needed, If very many people are now in training for a specific occupation, the job market can close up before you complete school. On the other hand, a present surplus of workers can change to a shortage in a few years if the number of people in training drops off drastically.

Factor 6--Values, Goals, and Desired Lifestyle. What is most important to you? Money? Security? Excitement? Different values and goals are more compatible with different occupations. Your long-term goals may influence your initial choice of occupation. Certain paths upward to your ultimate goal may involve work you may not particularly enjoy. You may decide to follow this path if you believe strongly that the ultimate goal is worth it. Your desired lifestyle is closely related. You will look for different things in an occupation if your desired lifestyle requires a good bit of money than you will if what you want is free time.

Most jobs have both advantages and disadvantages, but what may seem an advantage to you may be a disadvantage to someone else. Some factors described may be much more important to you than others. Perhaps what you want to do requires more training than you really want. After careful consideration, you must then decide whether or not you can manage that amount of training. Or you may have incompatible values, goals, and desired lifestyle. One cannot always earn a lot of money without giving up something. What is most important?

Even after carefully considering all these factors, things sometimes happen that sidetrack your plans. Marriage is one of these things. Males are often more persistent than females in pursuing their career goals, although they sometimes feel they have to give up lengthy training programs if they marry or stay home rather than moving if they marry the girl next door. Females are less likely to insist on pursuing their occupational goals if they marry. Many settle for an occupation they don't really care for because it is available where their husband locates. This difference may hamper the career development of females. This situation is slowly changing. Increasingly, many young couples try to reconcile the career goals of both partners. This is certainly a topic that needs to be thoroughly discussed before marriage.

Supplement 8.1
CAREERS
(letters)

## REFERENCE LETTERS

BLACK'S SERVICE STATION
Somewhere, WV
August 1, 1979

To Whom It May Concern:

Ira Meadows has pumped gasoline after school for two years. When on the job Ira courteously handled each customer. I knew the windshields would be washed and correct change made. I understand Mr. Meadows must lock for full time employment.

Very truly yours,

Sam A. Black

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BLACK'S SERVICE STATION
Somewhere, WV
August 1, 1979

To Whom It May Concern:

Sara Johnson has pumped gasoline at our station after school for two years now. She has never missed a day or been late without notifying me. She has offered to help on non-school days. Honesty, reliability, enthusiasm: these are all characteristics Sara showed working for me. We all hate to see her leave, but understand her wish for inside work.

Very truly yours,

Sam A. Black

---

Compare the above letters from Sam Black about his employees.

Discuss the true meaning of the following letters:

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STEREO COMPONENT COMPANY
9 Fifth Street
Anywhere, WV
August 1, 1979

To Whom It May Concern:

Helen Horn has been a loyal riveter on our speaker assembly line for twelve years. We regret her decision to move to Arizona but understand her desire to find a healthier spot for her asthmatic child. It will be hard to replace one as dependable as Helen. She takes great pride in her work and the work of the entire line. Her warm regard for others has made the group a real working team.

Very truly yours,

Jane John, Foreman

---

ZEN DEPARTMENT STORE
16 Twelfth Blvd.
Our City, WV
August 1, 1979

To Whom It May Concern:

Donald Baird was a salesman with us for two months. The other salesclerks enjoyed his conversation when he was around. Donald came to us after six months at Alpha Appliances.

Very truly yours,

James Jenkins, Manager

---

Supplement 9.1
CAREERS
(bulletin board)

# WHO WOULD YOU HIRE?

Boy in sloppy jeans, T-shirt, and dirty sneakers

Boy in neat pants, shirt and sweater, shined shoes

Girl in neat skirt and blouse with pumps and purse

Girl in tight pants, soiled top, and floppy sandals

Supplement 10.4
CAREERS
(case studies)

## BECOMING AN OFFICE WORKER

Two girls from the same high school read a want ad in the paper for an office worker in a local firm. Both girls are in the twelfth grade. Both decided to apply for the job. Here are their stories.

### Cheryl

Cheryl arrived in Ms. Smith's office in her best blue cotton dress, stockings, polished shoes with matching purse. She introduced herself to the receptionist and explained the reason for her visit.

"I'm here to apply for the position of office worker that was advertised in the local paper," said Cheryl.

"Yes," replied the receptionist, "We're a little short handed today, so if you will listen for the phone, I'll see if Ms. Smith can see you."

"Thank you," said Cheryl.

The minute the receptionist left the room, the phone rang. Cheryl walked over and answered it. "Smith Glass Co. May I help you?" Cheryl took a message from Ms. Smith's mother and hung up the phone. The receptionist returned and Cheryl gave the message to her.

Ms. Smith was impressed with Cheryl's handling of the phone call and could read the message very well. Ms. Smith then proceeded to give Cheryl a test to see if she would qualify to become an office worker. Cheryl told Ms. Smith that she had taken typing in school and could type 85 words a minute. She also had taken office machines courses for two years and could operate every machine found in Ms. Smith's office. Ms. Smith and Cheryl had a general discussion of everyday matters. Cheryl had no trouble communicating as she was a very outgoing person and got along well with everyone at school. Cheryl informed Ms. Smith that she could file and had done so for her father many times. Ms. Smith had to leave for an appointment, so Cheryl thanked her for the opportunity to come in and apply for the job.

## Randi

Randi arrived in Ms. Smith's office in her favorite pair of blue jeans, T-shirt, and thongs. She announced to the receptionist that she was there for the job interview. Ms. Webb, the receptionist, asked her to what job interview was she referring.

Randi replied, "You Know."

Ms. Webb said, "No, I'm sorry, but I don't know."

Randi proceeded to tell her it was the one for the office worker. Then Ms. Webb understood. Ms. Webb asked Randi her name and told her to remain where she was until she could give Ms. Smith the message.

"Would you also listen for the phone while I'm out?" she asked.

"Sure," replied Randi.

Ms. Webb had been gone for a few minutes when the phone rang. Randi didn't know what to do. What would she say if she answered it? She decided to just let it ring. She thought if it was important, they would call back.

Finally Ms. Webb entered the room and took Randi to see Ms. Smith. Ms. Smith had to ask Randi every question. "Can you type?"

"Yes," replied Randi, "I took typing in the tenth grade."

"How many words do you type a minute?" asked Ms. Smith.

"Gee, I don't know," replied Randi. "I haven't done much typing lately."

"Can you file or operate any office equipment?" asked Ms. Smith.

"No I can't," replied Randi, "but I can take shorthand."

"Thank you, Randi," said Ms. Smith. "We'll be in touch with you."

"O.K." said Randi, "See you."

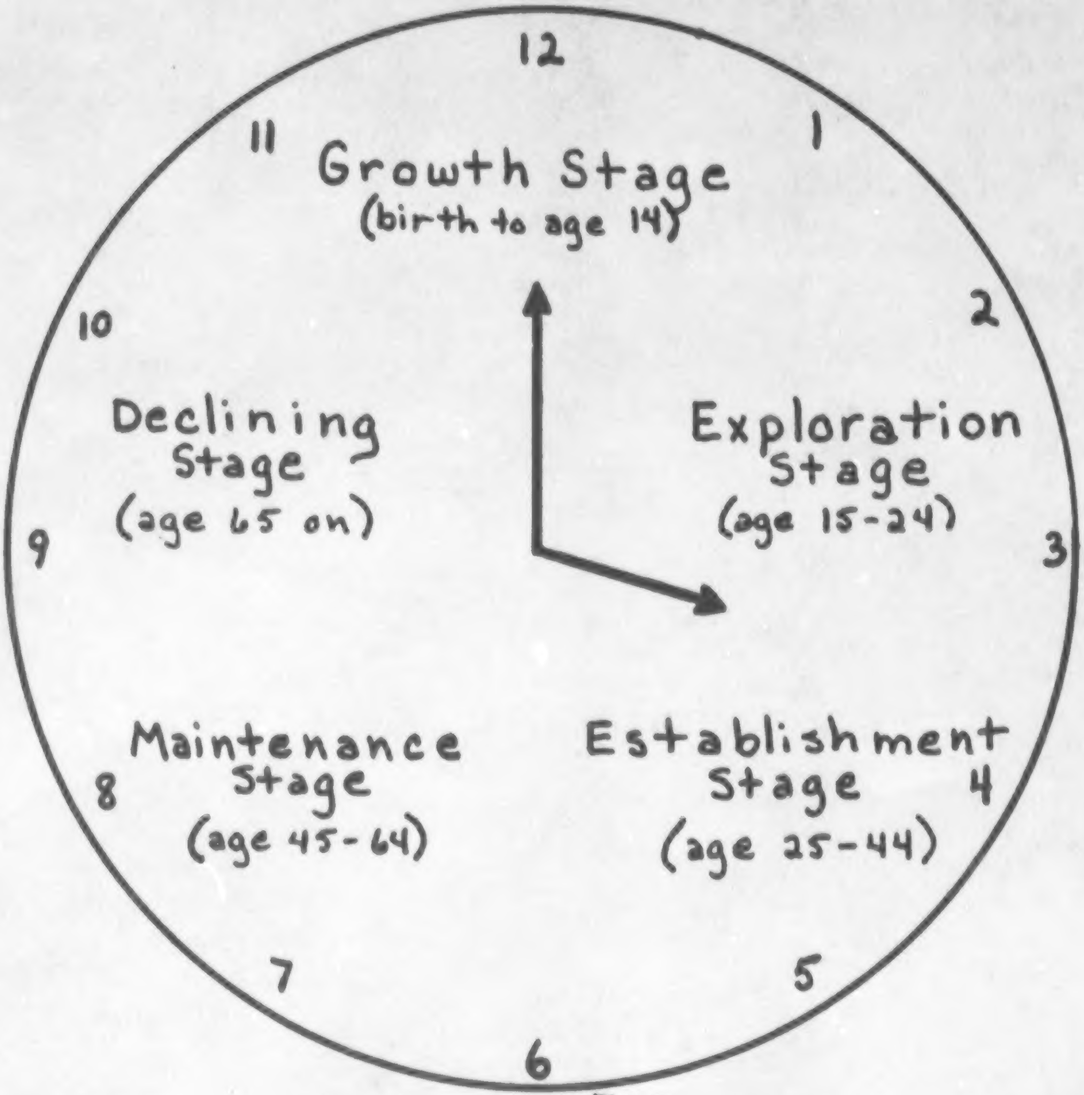
## Questions

1. Which girl got the job?
2. Why? What were her qualifications?

Supplement 11.1
CAREERS
(bulletin board)

# CAREER

## it takes a lifetime!


12
1
2
3
4
5
6
7
8
9
10
11
Growth Stage
(birth to age 14)
Exploration Stage
(age 15-24)
Establishment Stage
(age 25-44)
Maintenance Stage
(age 45-64)
Declining Stage
(age 65 on)

# I COULD HAVE BEEN. . .

In this simulation one student will roll dice to determine which of the 12 chance events happens requiring a rethinking of Ben's plans. The student will then assume the role of Ben and decide what Ben will do and why. Different students may take turns until all chance events have been used or until all students have had a turn. A team of students may assume the role of Ben at one time, if the class is large.

Background situation:

Ben graduated from high school in June. The future looked rosy. He hoped to start in pre-law at Mountain State College in the fall. He has a job as a lifeguard at the city pool for the summer. Now August is half over and things have changed. What decisions will Ben make and what determines his decisions?

Chance events:

1. Ben's mother is terminally ill.
2. Aunt Sue gives Ben her old car.
3. Ben's father dies.
4. Ben is seriously injured in an auto accident.
5. Ben's girlfriend decides to go to Central College.
6. Ben receives a football scholarship to Faraway U.
7. Ben learns he must take bonehead English.
8. A friend offers Ben a really great job in his garage.
9. Ben's brother is unexpectedly accepted in Medical School.
10. Ben's sister returns home with two small children.
11. Ben has watched some welding and is very interested.
12. Ben's pottery won the top prize at the Craft Fair.

## NOW WHERE?

1. Mary Anderson went to college to become a teacher. Now that she's been teaching for a year she has decided that teaching just isn't for her. She is extremely dissatisfied with her work and has definitely decided to get out of teaching. She has always liked public relations work and has decided to give it a try. She needs another year of college to qualify for the PR job. She is exploring teaching night school to finance the college costs and free her for day classes. Mary will then leave teaching for public relations work.

2. Pat has never had to work for financial reasons. Her husband has always provided for her and for the three children. She has been happy as a homemaker and mother. Her work as a volunteer for the Red Cross is very satisfying and she considers it to be an important part of her career. Her husband, Joe, has recently been in an accident and can only work part-time. Pat finds that she must go to work to help support the family. Because of the volunteer work she's been involved with, she thinks she can find a job with a community service agency.

3. Paul likes his job at the bank OK and enjoys working with people. He has been at the bank for five years and has received all the promotions he could possibly get. Paul is now receiving the highest salary he can get in this job and cannot advance further. He wants many things for his wife and two children that he cannot afford in his present job; therefore, he has decided to find a job with higher pay. He thinks he would like working with insurance and has been looking into the possibilities.

4. Judy married at age 18 and has been a full-time homemaker and mother. Her husband died a few months ago. Since she is not old enough to receive social security, she must find a job. Their savings are not enough to live on until she is eligible for social security. She is a high school graduate but has no experience working outside the home. She has decided she wants to work in an office. Judy needs some training first.

5. Stuart is busy working overtime at the garage where he has been a mechanic for almost a year. He is very happy with this job and his life for the first time in several years. His parents were extremely disappointed when they learned of his leaving the advertising firm where he had worked for three years following college graduation. They felt he had such a promising career at the firm. Stuart stayed with advertising for as long as he did because he felt he owed it to his parents for sending him to school. But he just didn't like it. Now he's doing what he always wanted to do! He feels he was fortunate in having had some training while still in high school. His parents had agreed to his taking the auto mechanice program then on the condition that he go on and finish college.

6. Sally Black just celebrated her 38th birthday. Her husband, Herb, took her to the club for dinner. When he handed her a small gift-wrapped package, he said he planned to add something to the present, but this was all he could find at the airport gift shop on the way home from a

business conference. As Sally put the bracelet on her wrist, she thoughtfully said, "If you really want to give me something else, write me a check for my tuition and books. I have decided I want to complete my master's degree and go back to work. You are gone so much now and the twins are nearly through high school. I'm no longer needed at home and I'm feeling that life is passing me by."

7. The factory where Steve has been employed for the past 20 years is closing. At first Steve was stunned with the news. Now he and his wife, Nancy, have talked the situation over and feel better about everything. Steve admits he has been bored stiff with the work for the last 10 years but stayed because the money was good. He now thinks maybe he will become a plumber and convert the garage to a small shop. He did all the plumbing on their own house and enjoyed it. This way he would be his own boss and the work would be more stimulating. Nancy thinks it is time she went back to work full-time. She has worked periodically when the Acme Hauling Company needed someone extra in the office. Later she might take over the business end of the plumbing shop.

8. At 31, Janice is the assistant editor of a monthly magazine. Everyone predicts that she will be the editor in another five years. That is why everyone is so shocked when she asks for a year's leave of absence. She says she is not certain that she will return then. The thing is, she has just discovered that she is pregnant. She and her husband have delayed having children because they both enjoyed their jobs so much. About six months ago they decided that if they were going to have children, they should do so soon. They now have some financial security and are well established in their jobs. Janice's job is interesting but very demanding. She says she doesn't want to miss the first few months of caring for the baby. Jim also plans to arrange his schedule so he is home more. Janice is good at her work and can go back anytime. She may not become editor as soon, but she says that can wait until later.

9. Jeff is regional sales manager for a major appliance manufacturer. He is on the road five days a week because his income depends largely on commissions. He loves sales work but is getting tired of the constant pressure and travel. The manager of one of the stores he calls on is retiring in six months. Jeff is seriously considering asking for the job. It would mean quite a cut in salary but is within half an hour of where he lives. The children are nearly through college and his wife, Becky, is the public relations director for the Civic Center. She is encouraging Jeff to make the move. As it is, it seems that they are never home at the same time.

10. George Stoner is recovering from a heart attack. At age 55, he was in line for the presidency of his firm. His wife, Jennifer, had been thinking of asking for a divorce when he became ill. George has changed so much since they were married that they no longer have anything to talk about. All he thought of was business. She admitted that he had been a good provider and that their children had had every advantage (except their father's companionship) as they were growing up. Now that George is in the hospital, Jennifer realizes that life wouldn't be as good without him. She

knows that when he feels better, he will not be satisfied without something to keep him occupied. Maybe she can convince him that what she really wants is more of his time rather than all the things he has been buying for her. She will encourage George to do something involving less stress.

11. Since Jack retired last month, he has scarcely stirred from the patio. His wife, Millie, wonders why it is only men who retire. She has more work around the house than ever with him there all the time. At first she didn't mind taking his cold drink out to him whenever he called. The last few months had been busy because Jack had to break in his replacement before he left. Millie figures that now she should prod him to start doing a few things around the house and to develop some new interests. He has seemed moody and quite unlike himself ever since he retired. She knows it is a problem for some retired men whose life has been their work. Millie is sorry Jack didn't take part in the preretirement program offered last fall. They are both in good health and should now be able to enjoy life a little more, but so far it has been pretty grim.

END

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